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ABSTRACT

The Anchorage School District (Alaska) provides a comprehensive program of education to students from kindergarten through grade 12. This profile focuses on student achievement and other outcome indicators of student success, but it does not include information on the social or physical wellness of Anchorage students. The first section gives an overview of district performance on critical achievement indicators. The second section examines the districtwide performance of students by their ethnic group membership, and the third section examines the satisfaction of students, parents, and staff with Anchorage programs. All students, parents, and staff were given the opportunity to respond; the numbers replying for each school are shown. The fourth section contains profiles for each district school with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school. In 1997-98, the Anchorage district experienced increased enrollment and student cultural and linguistic diversity. The district also experienced high student mobility and substantial numbers of students eligible for free or reduced-price lunches. Overall, student academic performance continued to be strong, with stable norm-referenced test scores and improved college entrance examination scores. American Native, Black, and Hispanic students, however, did not generally do as well as Whites and Asian Americans. Some areas of improvement are suggested by the Anchorage Curriculum Referenced Tests and Performance Assessments. Parent, staff, and student responses to surveys at all levels show high degrees of satisfaction and support for local school programs. Appendixes identify the number and percent of students tested with the California Achievement Tests at each grade, and summarizes local performance on Advanced Placement tests. (Contains 210 tables.) (SLD)

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ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1997-98

A. S. D.
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ASSESSMENT AND EVALUATION DEPARTMENT

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Ray Fenton

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Assessment and Evaluation Report #98-3
September 1998

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ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #57 (98-99) September 28, 1998

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE: 1997-98

PERTINENT FACTS:

The enclosed Profile of Performance: 1997-98 reviews the achievement of the Anchorage School District for last year. Attachment A provides a summary of some of the high lights from the over 650 pages of statistical information and analysis.

The demographic composition of the Anchorage School District continues to change. The Anchorage School District reached a record student enrollment of students on September 30, 1997. Anchorage had another year of increased enrollments, record levels of cultural and linguistic diversity, high student mobility, and substantial numbers of students eligible for free or reduced lunch.

Overall student academic performance continues to be strong. Norm referenced test scores have remained stable. College entry examination scores improved. Anchorage test scores are above those of the nation on both the norm-referenced tests (CAT) and on college entry examinations (ACT/SAT).

Results on Anchorage Curriculum Referenced Tests and Performance Assessments show that performance is strong but could be improved in some areas. Writing performance improved over last year. New grade six pre-algebra qualifying exams show notable school-to-school performance differences. Grade eight science and social studies assessments suggest that there may be differences in coverage of course content from school-to-school.

While absolute student performance on the California Achievement Tests remains very strong with an overall score at the 64th percentile, we did not achieve the School Board goals of a three percentile increase in spelling and year-to-year gains for students in all academic areas. Students did demonstrate increasing grade-to-grade performance in Language Arts, with overall stability in other areas.

Other District performance indicators remain positive. Students attend school regularly with more than 93 percent in class on any given day. Just over three percent of Anchorage students were reported as dropouts during the year. Close to 15 percent of the class of 1997-98 left school as dropouts over their four years of high school. This is almost 500 students, and must be a concern.

The above average performance shown in the overall profile averages does not apply to all student groups. American Native, Black, and Hispanic students do not do as well as White and Asian American students. Differences show up across indicators including test scores, grades, credits earned, and drop out rates.

Parent, staff and student responses to School Report Card surveys at elementary, middle, and high schools indicate a substantial level of satisfaction and support for local school programs. Parents find Anchorage schools to be positive environments where students and academic success are valued.

The most notable change in the Profile of Performance for this year over prior editions is an expansion of the individual school profiles. Individual school profiles now include a description of the individual school program and analysis of major areas of success by the school principal. Taken from the ASD Budget and School Report Card, these written descriptions combine with the traditional statistical descriptions of school staff, students, and academic performance to provide a better picture of the aspirations and successes of each ASD school.

Two appendices are also added this year. The first appendix identifies the number and percent of students tested with the California Achievement Tests at each grade, in each school. The numbers of students specifically excluded from testing are also shown.

The second appendix provides a summary of local performances on Advanced Placement Tests in 1997-98. Overall, two out of every three students taking the advanced placement examinations scored at the level of three or above showing success on college level content. More then 1,500 different AP Tests were completed by Anchorage students in 1997-98.

Our continued focus on goal setting, accountability for performance, and the improvement of District programs should allow the District to maintain or improve our high level of student achievement.

BC/RF/sh

Attachments

Prepared by:	Fred Stofflet, Ph.D. Executive Director, Curriculum & Evaluation Ray Fenton Ph.D, Tom Straugh Ph.D, Steve Garrison Ph.D, Judy Ware and Sarah Hotchkiss, Assessment and Evaluation
Approved by:	Carol Comeau, Assistant Superintendent, Instruction

Attachment A

ANCHORAGE SCHOOL DISTRICT
PROFILE OF PERFORMANCE
1997-98

FACT SHEET

School Goals

- All schools pursued goals focused on improving student achievement.

- All schools reported positive activities directed toward attainment of school goals.

- All schools reported some success in implementing activities directed toward improving achievement and instruction. (See also "Superintendent's End-of-Year Report" on goal attainment for 1997-98).

Student Demographic Characteristics

- More than 48,600 students attended school in Anchorage last year, up almost 1,400 from five years ago. The increase from 1996-97 to 1997-98 was some 700 students, making 1997-98 another record enrollment year.

- The non-Caucasian proportion of the District's student population reached 33 percent, up 4 percent from five years ago.

- American Natives have been the fastest growing group over the past five years. This group is now close to 12 percent of the student population, including more than 5,644 Native elementary and secondary students.

- Most students, almost 80 percent, stay in the same school for the entire school year though the year-to-year continuity in the same school is lower at 55 percent.

- The number of students from families with income low enough to qualify for free or reduced price lunch in elementary grades reached 8,360. Thirty percent (30%) of Anchorage elementary students are now eligible for free or reduced price lunch.

- Programs providing for special needs students enrolled more than 9,800 students.

- Programs providing for bilingual, migrant, low income, and Native students served more than 12,800 students.

Student Achievement on Norm Referenced Tests

- Norm referenced basic skills test scores continue to exceed the national average. More than 90 percent of Anchorage students tested in grades 3 through 11.

- Overall California Achievement Test scores are similar to those for the prior year with an average Total Battery score at the 64th percentile.

    - Total Reading scores range from the 58th to 64th percentile.

    - Total Language scores range from the 52nd to the 70th percentile.

    - Total Mathematics scores range from the 61st to the 68th percentile.

    - Total Battery scores range from the 59th to the 69th percentile.

- Anchorage has many more high achieving students than low achieving students in reading, language arts and math at every grade tested.

- Scores for minority students continue to remain well below the District average.

- Test scores for students who are eligible for free or reduced priced lunches are lower than the scores of more affluent students.

- Test scores for students who are transient are consistently lower than scores for students who do not move during the school year.

- Scores for students who have some tenure in the District are higher than for students who are in their first or second year in Anchorage.

- Students in schools heavily impacted with poverty and transience have lower scores and lower levels of continuing student growth than schools in more affluent areas with less transience.

- Students did not demonstrate the level of achievement called for in the School Board Goals.

    - Between 800 and 1,000 students have CAT reading scores low enough to question their ability to perform as independent readers.

- While students did demonstrate increasing performance in Total Language Arts from grade-to-grade, they did not demonstrate increased success at increasing grade levels in math and spelling.
- Students did not make the goal of a three percentile gain in spelling.

Student Achievement on Anchorage Curriculum Referenced Tests

- Initial efforts to develop the Anchorage Independent Reader assessment have been successful. A definition of the independent reader was completed and a field test of three tests demonstrates a positive relationship between teacher ratings on the "K-3 Reading Benchmarks" and tests. The initial assessment indicates that from 60 percent to 70 percent of district students may be certified as independent readers.
- Student performances on the grade 4 integrated social studies and language arts Jamestown Assessment Unit show substantial student mastery. Map making and writing continue to be areas of concern.
- Results on the new pre-algebra qualification examination show substantial school-to-school differences with from 0 percent to 50 percent of students showing performances strong enough to be recommended for grade 7 pre-algebra. These students will likely be ready for algebra in grade 8.
- Results on the new grade 8 social studies CRT show overall strong performance though results raise some questions about the extent to which law and sociology are covered at some schools.
- Results on the new grade 8 science CRT show overall strong performance in earth and space science, life science, and physics. There is a question raised about the extent to which chemistry is being covered at some schools.
- All students in grades 5, 7, and 10 were included in the Alaska Direct Writing Assessment. Students performed better than in past years and there was a clear pattern of grade to grade increase in the percent of students meeting or exceeding expectations.

Student Achievement on College Entrance Exams/Advanced Placement Examinations

- ACT/SAT scores continue to be strong in 1997-98. A substantial number of graduates took the ACT and SAT.

- ACT and SAT college entrance exam performance is above the national and State of Alaska average in both verbal and mathematics skills.

- SAT Verbal and Math and ACT Language Arts scores are slightly higher than last year and there has been a pattern of growth over the past five years.

- College entrance exam scores are notably higher for those students who have completed a core curriculum of at least four years of English and three or more years in each of mathematics, natural science, and social studies.

- Anchorage students sat for more than 1,500 Advanced Placement Examinations in 1997-98. Better than two-thirds of the results indicated college level mastery of content.

Student Achievement on High School Grades and Credits

- The average secondary student grade in Anchorage is a "B-" with 62 percent of middle school and 57 percent of high school marks earned either "A" or "B."

- Twenty-one credits are currently required for graduation. High school students on the average earned 5.08 credits in 1997-98. The Graduation Support Service and Summer School were instituted during the 1996-97 school year to increase student options in earning and making up credit toward graduation. When ethnic group averages are examined, only the white students average reaches the 21 credits across grades 9-12.

- Approximately one grade in ten earned by high school students is an "F." Mathematics and science courses are the most difficult courses for students. Forty percent of math and science grades are "Ds" and "Fs."

Student Attendance and Drop Out Rates

- Attendance is not a problem for most students in Anchorage. About 93 percent of all students are in school on the average day.

- High School students are absent about six times for each course. There is a strong negative correlation between absences and grades. Average absences increased by close to one day from 1997 to 1998. The negative relation between absences and grades is a strong one for all students.

- Staff for 1997-98 report a dropout rate just over 3 percent. American Native students are about twice as likely to drop out as the average student.

- Examination of the four year enrollment pattern for the class of 1998, shows that 15 percent may have dropped out over the four years and another 12 percent left school between school years without re-enrolling in Anchorage. These rates are similar to those of last year.

Parent, Student, and Staff Attitudes are Positive

- School Report Card Surveys of parents and students were standardized in 1996-97 to provide cross-district information on issues important to all elementary, middle level and secondary schools. Reports were provided to each school prior to the end-of-year and are available at the individual schools.

- There was a notable decrease in the number of surveys returned by parents and staff members. There were substantial differences in returns between schools. Secondary return rates were low.

- Parents give the District and their local school high marks when compared with the most recent national Phi Delta Kappa Gallop Poll.

- Anchorage parents give both the schools which their children attend and teachers an overall grade of "A-."

- Parent and student attitude was generally positive toward schools and the emphasis given to academics. There has been some improvement in items related to safety and curriculum issues.

- Staff indicate that they are satisfied with their jobs and that they get the support they need from supervisors and co-workers. There is some concern about district curriculum and the implementation of new programs. There is some concern with morale that is most notable at Middle School and High School. There is some concern with the adequacy of students counseling and guidance.

Acknowledgments

This document could not have been completed without the effort and cooperation of thousands of District staff and students. Information included in the Profile of Performance has been prepared by staff in the Management Information Systems, Curriculum, and Assessment and Evaluation Departments. Dr. Norman Holthouse, Dr. Fred Stofflet, Dr. Tom Straugh, Dr. Carol Mell and Sarah Hotchkiss provided analysis and tabular information for the report. Mrs. Judy Ware of the Assessment and Evaluation Department developed many of the tables and prepared the final document. The document could not have been prepared without them.

Errors of omission and interpretation are my own.

Ray Fenton, Ph.D.
Assessment and Evaluation

ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1997-98

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Prepared September 1998

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Question: What is the Profile of Performance?

Answer: The Profile of Performance is a report to the Anchorage School Board and community on the academic achievement of students in our schools. The focus is on student achievement across the District and within our individual programs. The quality indicators included in the Profile have been developed as a common database that may be shared by District staff, School Board members, parents, and members of the community who are interested in the quality of education and Anchorage student success.

Discussion: The Anchorage School District is a public school district serving the community of Anchorage, Alaska. As such, it is charged with providing a quality educational program to all the youth of the community, regardless of background. The District provides a comprehensive program to students in grades kindergarten through twelve.

The District is a dependent tax supported entity, deriving most of its operating budget from the State of Alaska and from local property tax revenue provided through the Municipality of Anchorage. As a public entity, the District has an obligation to assess the results of its efforts and to publicly report the degree to which it meets the goal of providing a good education to every student. This report is one element in the efforts of the Anchorage School District to be publicly accountable for its performance.

The Profile of Performance focuses on student achievement and other outcome indicators of student success. It does not address all student outcomes. The report provides information on academic achievement across the regular education programs available to Anchorage students. It does not include information on the social or physical wellness of students.

The District and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. Parents and members of the public are encouraged to take an active role in the budget process and review School District goals and priorities. An outside audit of the District's fiscal matters is conducted each year and reported to the Board and public. The District reports on the fiscal performance of the Anchorage School District are available from the Office of Business Management.

The School Board sets performance goals in a number of areas each year. One section of this report provides an analysis of the success the District has had in meeting academic goals. Some goals relate to increasing parental and community awareness of the critical role families play in the academic success of students. The Superintendent's End-of-Year Report on goal attainment for 1997-98 is available The Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2111.

Staff attitudes, morale, and public sentiment toward the District are formally measured on a periodic basis using questionnaires. Informal assessments of community and staff attitudes are made constantly through normal interactions among staff members, parents, Board members, and members of the community. A more formal assessment is done as part of the school report card process at the end of the school year. This gives every parent, student in grades 3-12, and staff member the opportunity to express their opinions about District performance. This report includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual School Report Cards which are available at each school.

This report is divided into four major sections. The first section provides an overview of District performance on critical achievement indicators. The second examines the Districtwide performance of students by their ethnic group membership. The third examines the satisfaction of students, parents, and staff with Anchorage programs. The fourth section provides profiles for each school in the District with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school.

The Profile of Performance is organized around the presentation of a series of questions and answers. The questions identify the topics which are reviewed, the answers provide overviews of the findings relative to the topic. Discussion sections examine detailed data which support the responses in the answer sections.

The Profile of Performance is available from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2131. Selected information from the profile will be available through the Anchorage School District world-wide web site at http://www.asd.k12.ak.us/Depts/Assess_Eval/ in early October. Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 269-2211.

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm referenced basic skills achievement tests, locally developed curriculum referenced tests, locally developed performance assessments and the ACT and SAT results for those graduating seniors who elected to take college entrance exams. Grades and credits earned for secondary students, attendance patterns and drop out information are also included. Several demographic descriptors and trends which describe the 1997-98 student population are reviewed prior to the outcome measures to provide a picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined from several perspectives. First, the demographic characteristics of the students served in the District in 1997-98 are reviewed. Data is presented on the composition of the student body in terms of ethnicity, grade level, and participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators which are presented later in the report.

The primary indicator of academic achievement used in 1997-98 is a norm referenced measure of basic skills. The 1992 California Achievement Tests (CAT/5) were administered to students in grades 3-11 in March 1998. The tests were administered to all students who were enrolled with two exceptions: Non-English speaking students who were in the District less than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm referenced testing. Other students may have missed the test period due to absences. The CAT tests include basic skill tests in reading, mathematics, and language arts. Students in grade 3 are tested in Word Analysis, Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications. Students in grades 4-11 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-11 are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested in grades 3 through 11 to monitor the year-to-year growth of all students and provide an annual objective measure of performance to parents.

The State of Alaska adopted the California Achievement Test 5, Survey Battery (CAT) as the required measure for the Alaska Statewide Student Assessment Program in 1995-96. A study of the CAT tests reported in the 1995-96 Profile of Performance indicated that Anchorage teachers and curriculum specialists found more than 90 percent of CAT items in reading, language arts, and mathematics to be consistent with Anchorage curriculum goals and instruction.

Norm referenced tests like the CAT use multiple choice questions to measure basic skills in reading, the mechanics of writing, and mathematics. The tests provide an objective, standardized measure which allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students tested in 1991 and the tracking of changes in Anchorage performance on a consistent measure over time.

Performance on Anchorage Curriculum Referenced Tests (CRTs) developed by Anchorage teachers and Assessment and Evaluation staff are also included in this report. The CRTs have been used and revised since the 1970s to assess areas where important aspects of the Anchorage curriculum are not adequately addressed by norm referenced tests. In 1997-98, grades 5, 7, and 10 participated in the Statewide Writing Assessment. The Jamestown Assessment Unit which combines instruction and assessment was administered at grade 4. A social studies assessment with a performance activity tested at grade 8, and a new 8th grade Science test was given to a sample of students.

A Math Pre-Algebra qualification test was administered to all 6th grade students. Also, an Independent Reading Test was piloted by a sample of 3rd grade classes. This test was developed to help measure the School Board goal stating all children should read independently by the end of 3rd grade.

New measures that supplement the multiple choice CAT tests are entering the process of development. Like the Jamestown Unit and the 8th grade social studies performance assessments, these measures directly link student performance to Anchorage instruction and call for demonstrations of the ability to apply knowledge and produce high quality work that shows mastery of the skills needed for school success.

Planning started for the implementation of the new State of Alaska High School Graduation Qualification Examination. It is expected that all students in grade 10 will be tested for three half days in early March with a prototype examination. The state does not expect to make these results public.

Grades and credits earned are direct indicators of the extent to which students are meeting the expectations of teachers. The grade point averages and grade distributions allow a comparison of success versus expectation. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention provides a comparison of achievement versus minimum expectations at the elementary and mid-levels. High school credits earned show the success of students as they move from grade 9 to graduation. The increased graduation requirements and soon to be developed Alaska graduation examination makes objective assessment of secondary student progress an item of special interest.

Attendance and drop out information are indirect indicators of student attitudes and their interest in school. High absence and drop out rates are indicators of alienation and the failure to provide programs which engage the interests of students. Students who miss a great deal of school do not benefit from the instruction which is offered. Dropping out is indicative of a total failure of the school-student relationship. While the choice of not going to school is always in the hands of the student and family, the reasons behind that choice may be endemic within the system.

Question: What are the demographic characteristics of the student population served by the Anchorage School District in 1997-98?

Answer: The 1997-98 school year was a growth year for the District in terms of overall enrollment. Over 48,600 students enrolled in Anchorage schools in September 1997. Our student population in 1997-98 was at an all time high, up over 700 students from 1996-97 and 1,400 students over 1993-94.

The growing ethnic diversity of the Anchorage student population is a reflection of the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, equating to 33 percent of the total population in 1997-98. This compares to a minority student membership of just over 29 percent of the population in 1993-94.

Anchorage is characterized by its mobility. One in five of the students served by the District entered or left one or more District schools after September 30, 1997; i.e., moved into or out of a school during the school year. Better than 44 percent of the students served in 1997-98 were new to their schools that year. These transience and mobility figures are similar to those for the District over the past several years indicating a continuing pattern of high mobility. The national mobility rate for 1994-95 was 16.1 percent.*

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion (30.0%) is slightly below the 33.2% in 1995-96 and 30.8% in 1996-97 but still substantial.

The District's population includes several thousand students with special needs. Gifted students, learning disabled students, mentally retarded students, and others with specific identified needs are included in Tables 5 and 6. This diversity of needs of the District's population was recognized and addressed by the Anchorage School District during 1997-98 through a variety of special programs.

Discussion: Table 1 provides a five year review of the membership in the District at the beginning of the school year broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school on October 31, 1997 of the year shown.

The 1997-98 school year saw more than 48,600 students enrolled at the beginning of the year. This figure was an all time high, and demonstrated growth of over 1,400 students from 1993-94.

The non-White population makes up over 33 percent of the total student population and is growing. In 1993-94, non-Whites made up about 29 percent of the total population. All non-White racial-ethnic populations have grown both in absolute numbers and as a portion of the District's student population over the past five years. Among the racial-ethnic minority groups, the American Native group which includes Alaska Native students has demonstrated the most growth, moving from just under 10.0 percent of the total population in 1993-94 to 11.6 percent of the total population in 1997-98.

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*National Center for Educational Statistics, The Condition of Education 1995, p.46.

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Table 1

Anchorage School District
Beginning of Year (September 30) Membership 1993-94 through 1994-95
(Estimated Ratio Ethnic Breakdown)
Beginning of Year (October 2) Membership 1995-96
Beginning of Year (October 21) Membership 1996-97
Beginning of Year (October 31) Membership 1997-98

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1997-98	Number	5,644	3,819	4,234	2,381	32,557	48,635
	Percent	11.6%	7.9%	8.7%	4.9%	66.9%	100.0%
1996-97	Number	5,392	3,558	4,182	2,233	32,546	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	67.9%	100.0%
1995-96	Number	5,203	3,341	4,104	2,123	33,070	47,841
	Percent	10.9%	7.0%	8.6%	4.4%	69.1%	100.0%
1994-95	Number	4,977	3,143	4,217	1,898	33,374	47,609
	Percent	10.5%	6.6%	8.9%	4.0%	70.1%	100.0%
1993-94	Number	4,706	2,999	4,231	1,772	33,524	47,232
	Percent	10.0%	6.3%	9.0%	3.8%	71.0%	100.0%

Stability of the student population is examined in Tables 2 and 3. Table 2 examines within-year stability and Table 3 examines year-to-year continuity. The stability indices in Table 2, labeled "% in One Sch.," represent the portions of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indices in Table 3, labeled "% in Same Sch.," are the portions of the enrollment, again presented as percentages, that continued in the same school from the end of one school year to the beginning of the next school year. These data show a notable degree of mobility in the District.

American Native students seem particularly prone to move during the school year. One in three of American Native students enrolled in the District in 1997-98 moving into or out of a school after September 30, 1997. The mobility patterns for racial-ethnic groups have been relatively consistent over the past five years.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995) and a continuing problem here in Anchorage.

Table 4 presents the portion of the elementary student population participating in the free or reduced price lunch program. This variable is a pseudo-indicator of the socio-economic condition of the District's student population. It indicates that approximately one-third of the District's elementary students are eligible for free or reduced price lunch.

Table 2

Anchorage School District
Stability Rates of Students
in One School September 30 through End-of-Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1997-98	Number*	6,421	4,159	4,634	2,654	34,752	52,620
	Percent**	67.1%	80.2%	74.5%	75.3%	83.1%	79.8%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	66.8%	81.2%	74.3%	73.5%	82.9%	79.6%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	66.3%	79.3%	71.7%	73.9%	82.0%	78.7%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475
	Percent	65.2%	79.6%	71.5%	72.2%	81.4%	78.2%
1993-94	Number	5,414	3,216	4,596	1,998	35,797	51,021
	Percent	65.1%	82.0%	71.9%	73.0%	81.7%	78.7%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.
** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the year.

Table 3

Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1997-98	Number*	6,421	4,159	4,634	2,654	34,752	52,620
	Percent**	49.4%	55.4%	52.9%	53.3%	57.4%	55.6%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	46.6%	52.7%	48.7%	47.9%	57.4%	54.5%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	51.3%	57.7%	52.8%	50.7%	59.0%	57.1%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475
	Percent	48.4%	60.1%	52.5%	51.1%	59.6%	57.4%
1993-94	Number	5,414	3,216	4,596	1,998	35,797	51,021
	Percent	49.7%	58.2%	51.3%	50.1%	59.7%	57.4%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.
** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

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Table 4

Anchorage School District
Elementary
Free/Reduced Price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of* Children from Low Income Families	Percent of Children from Low Income Families
1997-98	27,706	8,366	30.0%
1996-97	26,771	8,256	30.8%
1995-96	27,709	9,203	33.2%
1994-95	27,725	7,961	28.7%
1993-94	27,593	7,724	28.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program. Program is not offered at the high school level.

Low income is not a cause of low achievement but it has a strong and consistent correlation. Low income is a factor which creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities and reach high levels of achievement. In some Anchorage schools two out of three students qualify for free or reduced price lunch.

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle level school students who are unable to pay the full price of meals. In 1997-98, reduced price meals were available to individual students with a family income at or below $18,260. Free meals were available to a single student with a family income at or below $12,831. As family size increases, the allowable income increases by $6,290 for reduced-price meals and $4,420 for free meals. Breakfast programs were available in nineteen schools.

Anchorage students that have recognized "special needs" are enumerated in Table 5. This table shows the number of students active at the end of 1997-98 who had been identified as having special needs. Table 6 shows the special programs population for the District over the past five years. Some of these students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who need special support and the overall numbers have grown in most areas over the past five years.

Table 5

Anchorage School District
Special Need Population, 1993-94 to 1997-98
Active Membership at End of School Year

Areas of Need	Number of Students				
	97-98	96-97	95-96	94-95	93-94
Mentally Retarded	275	261	248	253	252
Specific Learning Disability	4,520	4,587	4,466	4,434	4,239
Emotionally Disturbed	410	362	362	368	343
Orthopedically Handicapped	37	32	37	39	39
Speech Impaired	1,259	1,347	1,268	1,287	1,273
Visually Impaired	16	20	17	14	12
Health Impaired	208	152	121	106	111
Hard of Hearing	119	107	114	117	111
Deaf	37	39	39	44	47
Deaf-Blind	2	1	2	2	3
Multi-handicapped	241	229	220	207	188
Developmental Delayed	293	274	235	267	238
Traumatic Brain Injury	39	28	25	20	10
Autism	82	53	36	28	20
Gifted	2,270	2,247	1,960	2,072	2,066

Table 6

Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	Number of Students				
	97-98	96-97	95-96	94-95	93-94
Bilingual					
"A" or "B" (Totally or Dominant Non-English)	2,731	2,418	2,165	2,300	1,956
"C" (Low Achievers)	602	409	328	451	462
Migrant Eligible Students (Actually receiving service)	545	540	350	227	382
Title I/Chapter I Students					
Targeted Assistance Schools	386	327	924	933	963
Schoolwide Programs	5,415	4,475	2,513	1,029	253
Homeless Program	1,058	1,073	1,102	1,048	649
Neglected and Delinquent	198	222	120	197	183
Indian Education Tutoring/ Counseling Students	1,908	2,121	2,029	2,212	2,400

The Bilingual and Title I programs deserve special note. More and more students come to Anchorage who are new to the United States or have limited proficiency in English. This places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content. The increase in Title I numbers reflects a changing model of service delivery at one school and the addition of one whole school program.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs. To accommodate this diversity, the District's program must be both flexible and varied. The portion of this document which profiles individual schools suggests that the process of providing a good education for each child takes into account the differences in demographics which exist among the various parts of Anchorage.

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Question: How did Anchorage students do on the norm referenced tests administered in March of 1998?

Answer: The three key indicators of basic skills achievement on norm referenced tests are scores of Reading, Language Arts, and Mathematics. The Anchorage average scores in all three areas are above the national average 50th percentile for grades 3 through 11. Reading is basic to success in all educational areas and includes both vocabulary and comprehension. Anchorage scores range from the 58th percentile at grade 11 to the 64th percentile at grades 7, 8 and 10. Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 52nd percentile at grade three to the 70th percentile at grade five. Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 61st percentile in grads 3, to the 68th percentile at grade 9. More than 29,000 student's took the California Achievement Tests (CAT) in 1998.

Table 7 shows more than 90 percent of Anchorage students complete at least one section of the CAT test making it a good indicator of the overall performance of the District on basic skills. In the elementary grades about 93 percent take the test with few students exempted due to bilingual or special education status. The number of students who do not complete the tests increases in grades eight through eleven. In grade 11, 385 students were absent or not tested for some reason other than bilingual or special education status. A school-by-school breakdown of students tested is provided in Appendix A.

The strong overall performance of Anchorage students is reflected in the distribution of scores shown in Table 12. When compared to the national sample, Anchorage has more than the expected 25 percent of the students with scores in the top quartile, 75th percentile to 99th percentile, and fewer than the expected 25 percent of the students in the lower quartile in all of the grades 3 - 11. For those who completed all of the sections of the CAT tests the percentage of students in the top quartile at each grade are 36.3%, 37.9%, 43.6%, 38.9%, 38.2%, 38.2%, 40.4%, 42.3%, and 36.9%. The proportion of students in the lowest quartile is smaller than expected with 21.2%, 14.3%, 13.3%, 14.6%, 14.3%, 14.8%, 14.4%, 14.7%, and 18.3%.

These scores paint a picture of strong performance across the grades with most Anchorage students doing well when compared with what would be expected based on a sample of students from across the United States. This does not, however, mean that all Anchorage students are doing well. Having 15 to 20 percent of our students with scores below the 25th percentile at each grade means that hundreds of students at each grade level must struggle to keep up and master their day-to-day academic work. In third grade Reading, for example; 21.2 percent below the 25th percentile translates into more than 800 students who are reading well below grade level.

Discussion: Table 8 shows the average performance of students in grades 3 through 11 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. More than 90 percent of the students were tested in each of the areas and the scores represent a valid cross-section of English speaking students in the regular education program. Scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores range from the 59th percentile to the 69th percentile.

Table 9 shows the average scores on the two sections of the CAT test which are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and, Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students score consistently better than the national average of the 50th percentile on both Vocabulary and Comprehension. Comprehension performance ranges from the 60th to the 65th percentile and Vocabulary ranges from the 52nd to 63rd percentile.

Table 10 shows the average scores on the two sections of the CAT test which are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few areas where Anchorage students are below the national average. The Mechanics scores across the grades range from the 45th percentile to the 72nd percentiles. Language Expression scores range from the 52nd at eleventh grade up to the 67th percentile at grade 5. The Language Arts total scores range from the 52nd to the 61st percentile.

Table 11 shows the average scores on the two sections of the CAT test which are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examines some of the concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and apply them to information presented through a story problem or table. Anchorage students are above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 52nd to the 64th percentile. The Math Concepts and Applications scores range from the 60th to the 73rd percentile. Concepts and Applications scores are slightly higher than Computation scores reflecting the Anchorage emphasis on problem solving and application across the curriculum. The Total Math scores are at or above the 61st percentile at every grade. The Total Math scores range from the 61st to the 68th percentile.

This is the third year that all students in grades 3 through 11 have taken CAT tests in Science, Social Studies, Spelling, and Study Skills. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The spelling test calls on students to identify common words that are correctly or incorrectly spelled. Anchorage students may not have been exposed to some of the factual information included on these tests and they may not match our common modes of instruction but our students should have generally mastered the skills needed to do well on these tests.

Tables 16 and 17 present the CAT Science and Social Studies information along with past scores for samples of students who were tested on similar ITBS/TAP tests. Anchorage performance is well above the national average at all grades on both tests. Science scores ranged from the 53rd to the 79th percentile with performance above the 60th percentile in five of the nine grades tested. Social Studies performance ranged from the 58th to the 67th percentile with performance at or above the 60th percentile in six of the nine grades tested. The CAT Science and Social Studies scores are higher at some grades and lower at others. These differences might be attributed to differences in test content and match with our curriculum. Overall, the Science and Social Studies scores in Anchorage continue to be well above the national average.

Tables 18 and 19 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50 and range from the 47th percentile at grades 8 and 11 to the 57th percentile at grade 4. Scores are at or above the national average at seven of the nine grades tested. In Word Analysis, Grade 3 students scored at the 52nd percent. Study skills scores range from the 50th percentile to the 68th percentile. Study Skills scores are above national average in seven of the eight grades tested and at or above the 60th percentile in five of the grades. Spelling continues to be an area of relative weakness for Anchorage students but has improved slightly over the past two years.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Overall, CAT test scores are strong but slightly down from the scores of last year.

Table 7

Anchorage School District
Percent Tested by Grade
Number Bilingual, Special Ed., and Other Excluded by Grade
March 1998

Grade	March 30 Enrollment	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other Excluded
3	3,922	3,662	93.4	45	171	56
4	4,069	3,816	93.8	46	147	52
5	3,725	3,480	93.4	49	132	41
6	3,811	3,608	94.7	35	119	47
7	3,827	3,591	93.8	21	81	69
8	3,457	3,293	95.3	19	55	121
9	3,250	3,001	92.3	17	58	124
10	3,186	2,864	89.9	19	46	193
11	3,007	2,535	84.3	15	31	385

Table 8

Percentile Rank Scores and Number of Students Tested California Achievement Test Survey Battery 5 (CAT) Spring 1998

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Percentile	61	52	61	59
	Number Tested	3,610	3,598	3,617	3,556
4	Percentile	63	63	67	65
	Number Tested	3,785	3,769	3,789	3,749
5	Percentile	62	70	65	69
	Number Tested	3,455	3,434	3,431	3,401
6	Percentile	60	65	67	65
	Number Tested	3,574	3,574	3,574	3,537
7	Percentile	64	62	65	65
	Number Tested	3,533	3,525	3,520	3,447
8	Percentile	64	59	63	64
	Number Tested	3,243	3,228	3,241	3,174
9	Percentile	60	59	68	65
	Number Tested	2,971	2,953	2,968	2,919
10	Percentile	64	58	67	66
	Number Tested	2,818	2,798	2,840	2,771
11	Percentile	58	53	64	61
	Number Tested	2,499	2,481	2,502	2,448

Table 9

Anchorage School District
Breakdown of CAT Percentile Reading Scores by Sub-test Area – Spring 1998

Grade Level		Vocabulary	Reading Comprehension	Reading Total
3	Percentile	60	61	61
	Number Tested	3,622	3,629	3,610
4	Percentile	63	60	63
	Number Tested	3,791	3,797	3,785
5	Percentile	60	62	62
	Number Tested	3,458	3,459	3,455
6	Percentile	54	63	60
	Number Tested	3,580	3,580	3,574
7	Percentile	60	65	64
	Number Tested	3,537	3,537	3,533
8	Percentile	61	63	64
	Number Tested	3,246	3,246	3,243
9	Percentile	52	63	60
	Number Tested	2,975	2,972	2,971
10	Percentile	60	65	64
	Number Tested	2,820	2,821	2,818
11	Percentile	56	60	58
	Number Tested	2,501	2,505	2,499

Table 10

Anchorage School District
Breakdown of CAT Percentile Language Arts Scores by Sub-test Area – Spring 1998

Grade Level		Language Mechanics	Language Expression	Language Total
3	Percentile	45	58	52
	Number Tested	3,627	3,604	3,598
4	Percentile	62	61	63
	Number Tested	3,776	3,776	3,769
5	Percentile	72	67	70
	Number Tested	3,448	3,436	3,434
6	Percentile	67	61	65
	Number Tested	3,581	3,579	3,574
7	Percentile	67	56	62
	Number Tested	3,531	3,534	3,525
8	Percentile	62	55	59
	Number Tested	3,236	3,232	3,228
9	Percentile	58	59	59
	Number Tested	2,985	2,962	2,953
10	Percentile	57	57	58
	Number Tested	2,838	2,816	2,798
11	Percentile	54	52	53
	Number Tested	2,511	2,493	2,481

Table 11

Anchorage School District
Breakdown of CAT Percentile Mathematics Scores
by Sub-test Area -- Spring 1998

Grade Level		Math Computation	Math Concepts and Applications	Math Total
3	Percentile	60	60	61
	Number Tested	3,629	3,623	3,617
4	Percentile	61	69	67
	Number Tested	3,797	3,791	3,789
5	Percentile	56	69	65
	Number Tested	3,454	3,433	3,431
6	Percentile	64	69	67
	Number Tested	3,576	3,576	3,574
7	Percentile	61	66	65
	Number Tested	3,523	3,521	3,520
8	Percentile	52	73	63
	Number Tested	3,247	3,242	3,241
9	Percentile	63	72	68
	Number Tested	2,974	2,976	2,968
10	Percentile	61	71	67
	Number Tested	2,842	2,845	2,840
11	Percentile	60	66	64
	Number Tested	2,507	2,503	2,502

Table 12

Quartile Distribution of Students' Individual Performances CAT -- Spring 1998

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Quartile 4	37.2%	30.4%	40.3%	36.3%
	Quartiles 2 and 3	41.6%	43.9%	42.5%	42.4%
	Quartile 1	21.2%	25.7%	17.2%	21.2%
4	Quartile 4	33.8%	36.9%	41.5%	37.9%
	Quartiles 2 and 3	51.8%	48.5%	42.7%	47.8%
	Quartile 1	14.4%	14.6%	15.8%	14.3%
5	Quartile 4	38.4%	44.1%	39.9%	43.6%
	Quartiles 2 and 3	43.8%	44.0%	45.1%	43.1%
	Quartile 1	17.7%	11.9%	15.0%	13.3%
6	Quartile 4	31.9%	39.7%	43.7%	38.9%
	Quartiles 2 and 3	51.0%	46.3%	42.5%	46.5%
	Quartile 1	17.1%	14.0%	13.8%	14.6%
7	Quartile 4	35.7%	35.9%	37.3%	38.2%
	Quartiles 2 and 3	49.9%	47.4%	49.8%	47.5%
	Quartile 1	14.4%	16.8%	12.9%	14.3%
8	Quartile 4	36.2%	32.1%	35.4%	38.2%
	Quartiles 2 and 3	49.5%	49.9%	48.0%	47.0%
	Quartile 1	14.3%	18.0%	16.6%	14.8%
9	Quartile 4	34.6%	33.8%	43.5%	40.4%
	Quartiles 2 and 3	46.8%	48.3%	45.5%	45.2%
	Quartile 1	18.7%	17.9%	11.1%	14.4%
10	Quartile 4	38.3%	32.2%	42.0%	42.3%
	Quartiles 2 and 3	46.4%	49.0%	44.9%	42.9%
	Quartile 1	15.3%	18.8%	13.1%	14.7%
11	Quartile 4	35.4%	25.4%	39.5%	36.9%
	Quartiles 2 and 3	45.3%	54.0%	44.6%	44.9%
	Quartile 1	19.3%	20.6%	15.9%	18.3%

Table 13

Five-Year History
Percentile Rank Scores
ITBS and TAP Reading Comprehension – Spring 1994 through Spring 1995 – Grades 4, 6, 8, and 11
CAT Total Reading -- Spring 1996 through Spring 1998 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	61	63	62	60	64	64	60	64	58
	Number Tested	3,610	3,785	3,455	3,574	3,533	3,243	2,971	2,818	2,499
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344
1995-96	Percentile	63	64	63	61	64	63	60	66	58*
	Number Tested	3,490	3,551	3,588	3,384	3,208	3,171	2,607	2,263	1,996
1994-95	Percentile	-	54	-	58	-	59	-	-	61
	Number Tested	-	3,630	-	3,389	-	3,081	-	-	2,242
1993-94	Percentile	-	52	-	58	-	61	-	-	58
	Number Tested	-	3,545	-	3,527	-	2,975	-	-	2,154

Table 14

Five-Year History
Percentile Rank Scores
ITBS Total Language Arts – Spring 1994 through Spring 1995 – Grades 4, 6, and 8
CAT Total Language Arts – Spring 1996 through Spring 1998 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	52	63	70	65	62	59	59	58	53
	Number Tested	3,598	3,769	3,434	3,574	3,525	3,228	2,953	2,798	2,481
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348
1995-96	Percentile	51	56	66	63	57	55	55	57	53
	Number Tested	3,496	3,554	3,596	3,382	3,218	3,167	3,036	2,618	2,295
1994-95	Percentile	-	54	-	57	-	62	-	-	-
	Number Tested	-	3,576	-	3,328	-	3,072	-	-	-
1993-94	Percentile	-	52	-	55	-	62	-	-	-
	Number Tested	-	3,517	-	3,502	-	2,921	-	-	-

Table 15

Five-Year History
Percentile Rank Scores
ITBS Mathematics Total & TAP Mathematics -- Spring 1994 through Spring 1995 -- Grades 4, 6, & 8
CAT Total Mathematics -- Spring 1996 through Spring 1998-- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	61	67	65	67	65	63	68	67	64
	Number Tested	3,617	3,789	3,431	3,574	3,520	3,241	2,968	2,840	2,502
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346
1995-96	Percentile	62	62	61	67	64	62	66	66	63
	Number Tested	3,500	3,585	3,581	3,381	3,199	3,154	3,042	2,615	2,319
1994-95	Percentile	-	61	-	62	-	59	-	-	62
	Number Tested	-	3,634	-	3,389	-	3,098	-	-	2,260
1993-94	Percentile	-	58	-	61	-	58	-	-	60
	Number Tested	-	3,564	-	3,542	-	2,919	-	-	2,126

Table 16

Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Science -- Spring 1994 and 1995
CAT Science -- Spring 1996 through Spring 1998-- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	59	64	53	55	66	79	66	69	57
	Number Tested	3,610	3,779	3,433	3,562	3,533	3,241	2,975	2,826	2,492
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	5,354	3,061	3,050	2,863	2,318
1995-96	Percentile	59	62	53	56	64	76	68	69	56
	Number Tested	3,484	3,565	3,548	3,377	3,208	3,165	3,044	2,622	2,327
1994-95	Percentile	72	-	-	76	72	70	-	-	-
	Number Tested	782	-	-	696	1,428	1,724	-	-	-
1993-94	Percentile	65	74	-	67	64	71	-	-	-
	Number Tested	866	875	-	580	294	1,013	-	-	-

Table 17

Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Social Studies -- Spring 1994 and 1995
CAT Social Studies -- Spring 1996 through Spring 1998-- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	58	60	66	59	67	64	67	64	58
	Number Tested	3,612	3,762	3,435	3,565	3,522	3,241	2,973	2,825	2,490
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313
1995-96	Percentile	60	57	66	60	64	61	67	65	60
	Number Tested	3,471	3,563	3,544	3,370	3,189	3,165	3,039	2,619	2,324
1994-95	Percentile	54	-	-	65	60	61	-	-	-
	Number Tested	656	-	-	719	1,190	1,69			
1993-94	Percentile	49	66	-	68	-	57	-	-	-
	Number Tested	107	176	-	222	-	186	-	-	-

Table 18
Three-Year History
Percentile Rank Scores
CAT Spelling -- Spring 1996 through Spring 1998 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	50	57	54	52	50	47	51	52	47
	Number Tested	3,628	3,787	3,454	3,589	3,539	3,235	2,982	2,835	2,513
1996-97	Percentile	52	58	54	51	50	49	52	50	46
	Number Tested	3,764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349
1995-96	Percentile	49	54	53	51	47	48	51	53	44
	Number Tested	3,500	3,572	3,601	3,389	3,224	3,176	3,038	2,627	2,299

Table 19
Three-Year History
Percentile Rank Scores
CAT Word Analysis -- Spring 1996 and Spring 1998-- Grade 3
CAT Study Skills -- Spring 1996 and Spring 1998 -- Grades 4 through 11

Year	Data Type	Gr3*	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1997-98	Percentile	52	68	61	63	60	50	60	55	52
	Number Tested	3,626	3,779	3,437	3,563	3,529	3,251	2,976	2,828	2,494
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325
1995-96	Percentile	51	67	62	61	56	46	60	54	51
	Number Tested	3,500	3,569	3,584	3,378	3,214	3,155	3,045	2,627	2,325

*Word Analysis

"Left Blank Intentionally"

Question: How well did the Anchorage School District meet School Board goals for 1997-98?

Answer: The Anchorage School District did not do as well in meeting School Board goals related to academic achievement as in 1996-97.

- Between 800 and 1,000 grade 3 students had reading scores low enough to question their ability to be independent readers.
- Students did not demonstrate increased success at increasing grade levels in math, writing, and spelling. Students did have a gain in overall Language Arts.
- Students did not make the goal of a three percentile point gain in spelling.

Discussion: The Anchorage School District's Mission and Goals for 1997-98:

The mission of the Anchorage School District is to educate students for success in life.

Goals:

- *Increase* ***academic excellence*** *by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.*
- *Establish a* ***supportive learning environment*** *by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.*
- *Ensure* ***public accountability*** *by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.*

We the Anchorage School Board, Superintendent, and District staff commit that:

- *all students will acquire basic reading skills and strategies to read independently by the end of the third grade.**
- *all students will show measurable success and increased achievement at each successive grade level in math, reading, and writing conventions including spelling.**
- *student achievement in spelling will be increased by three percentile points as measured by the national standardized test at each grade level while maintaining or improving in all other areas.**
- *we will focus on increasing parental and community awareness of the critical role families play in the academic success of students.*
- *we will create positive community relations and understanding of issues critical to the Anchorage School District.*
- *we will continue to strengthen and expand our school business partnerships.*

Accomplishment of the majority of the above goals and major goal activities were reported in the "1997-98 Goals Accomplishments" report distributed in July. A copy of this is available in the Superintendent's Office, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2450.

Three of the statements above are marked with asterisks to indicate they are capable of being evaluated through analysis of the CAT/5 scores. That analysis is presented in the paragraphs which follow.

Analysis of the third grade reading performance indicates that 69 percent (down from 72 percent) of the third grade students attained scores at the 40th percentile or greater. Other scores could be used as a break point or definition of independent reading. If the 25th percentile was adopted as the minimum score required to demonstrate independent reading performance rather than the 40th, 79 percent (down from 82 percent) of the third graders would have met or exceeded this criterion. With either criterion, 40th or 25th percentile, the majority of the students have attained independent reading performance by the end of third grade. There are many students, however, who may require concerted efforts to continue to develop and improve their reading skills. CAT Reading scores suggest that 800 to 1,000 students have not met the goal of being independent readers by the end of grade three.

Tables 20 through 25, show average performance for all students measured in Reading, Language Arts, and Mathematics and for those students who continued from 1996-97 to 1997-98. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. In the area of reading, three of nine grade levels posted identical mean scores, four declined and two gained. Across the grade levels no increase was posted (see table 20). If scores of students who were measured both years are compared, three groups posted gains, three posted declines, and two posted no increase with a combined decline of one percentile in reading (see table 21).

Table 22 and 23,show Language Arts performance. Gains were posted for six grade levels with two declines, one no change, and overall a one percentile point gain. If continuing student scores are examined, (see table 23) gains were posted by three grades, and declines were posted for five. The overall change was a positive one percentile point.

Examination of average scores posted in mathematics shows four gains, and five declines when the data in table 24 is examined. There was an overall decline of one percentile point on the average. When graduating class groups are examined (see table 25) the scores show three gains, and five declines but an overall no change was posted.

These tables indicate that in Reading and Mathematics the School Board goal of progress for all students was not achieved. However, the goal was achieved in Language Arts.

Table 20

Comparison of Percentile Rank of Reading Mean NCE
All Students Tested
Grade for 1996-97 and 1997-98

Grade	Number 96-97 Students	All Students 96-97	Number 97-98 Students	All Students 97-98
Third	3,751	63	3,610	61
Fourth	3,438	64	3,785	63
Fifth	3,569	62	3,455	62
Sixth	3,567	61	3,574	60
Seventh	3,334	64	3,533	64
Eighth	3,050	63	3,243	64
Ninth	3,047	62	2,971	60
Tenth	2,865	62	2,818	64
Eleventh	2,344	58	2,499	58
Combined	28,965	62	29,488	62

Table 21

Comparison of Percentile Rank of Reading Mean NCE by Continuing Students for 1996-97 and 1997-98

Number Continuing Students	Grade 96-97	Grade 97-98	Percentile Rank 96-97	Percentile Rank 97-98
3,250	3	4	65	65
2,966	4	5	66	64
3,107	5	6	63	62
3,041	6	7	62	65
2,768	7	8	66	66
2,456	8	9	65	62
2,380	9	10	65	67
2,100	10	11	67	60
22,068			65	64

Table 22

Comparison of Percentile Rank of Language Arts Mean NCE by All Students Tested Grade for 1996-97 and 1997-98

Grade	Number 96-97 Students	All Students 96-97	Number 97-98 Students	All Students 97-98
Third	3,726	55	3,598	52
Fourth	3,442	63	3,769	63
Fifth	3,578	67	3,434	70
Sixth	3,565	66	3,574	65
Seventh	3,338	60	3,525	62
Eighth	3,049	57	3,228	50
Ninth	3,051	58	2,953	59
Tenth	2,877	55	2,798	58
Eleventh	2,348	51	2,481	53
Combined	28,974	60	29,360	61

Table 23

Comparison of Percentile Rank of Language Arts Mean NCE by Continuing Students for 1996-97 and 1997-98

Number Continuing Students	Grade 96-97	Grade 97-98	Percentile Rank 96-97	Percentile Rank 97-98
3,224	3	4	56	65
2,953	4	5	64	72
3,104	5	6	69	67
3,041	6	7	67	64
2,756	7	8	64	61
2,487	8	9	60	61
2,381	9	10	61	60
2,105	10	11	61	55
22,021			63	64

Table 24

Comparison of Percentile Rank of Mathematics Mean NCE by All Students Tested Grade for 1996-97 and 1997-98

Grade	Number 96-97 Students	All Students 96-97	Number 97-98 Students	All Students 97-98
Third	3,739	63	3,617	61
Fourth	3,442	69	3,789	67
Fifth	3,570	63	3,431	65
Sixth	3,567	68	3,574	67
Seventh	3,352	66	3,520	65
Eighth	3,048	64	3,241	63
Ninth	3,048	67	2,968	68
Tenth	2,872	65	2,840	67
Eleventh	2,346	63	2,502	64
Combined	28,984	66	29,482	65

Table 25

Comparison of Percentile Rank of Mathematics Mean NCE by Continuing Students for 1996-97 and 1997-98

Number Continuing Students	Grade 96-97	Grade 97-98	Percentile Rank 96-97	Percentile Rank 97-98
3,236	3	4	64	69
2,947	4	5	71	67
3,102	5	6	65	69
3,037	6	7	70	67
2,776	7	8	68	65
2,460	8	9	67	70
2,400	9	10	71	69
2,115	10	11	70	66
22,073			68	68

- *The cross-grade level spelling "Percentile Rank Score" will be increased by three percentile points while maintaining or improving in all other areas.*

The third academic goal for the District related to CAT test achievements was in the area of spelling. The goal was a three percentile gain across all grade levels. Again, two tables have been prepared, data for all students tested and scores of the students assessed both in 1996-97 and 1997-98. Table 26 shows that three grade levels posted gains, two no change, and four decline. There was an overall decline of one percentile point.

Table 27 which shows data for students who were tested both years. Two grades posted gains and declines were observed in six grades. The overall or combined score in 1996-97 was 55th percentile with the 1997-98 score being 53rd percentile for continuing students. This indicates that for the continuing students spelling scores declined. While there were gains which met or exceeded the Board goal at some grade levels, third to fourth grade comparison and eighth to ninth grade comparison; over all, the spelling performance did not meet Board expectations.

Table 26

Comparison of Percentile Rank of Spelling Mean NCE by Grade for All Students Tested 1996-97 and 1997-98

Grade	Number 96-97 Students	All Students 96-97	Number 97-98 Students	All Students 97-98
Third	3,764	52	3,628	50
Fourth	3,449	58	3,787	57
Fifth	3,573	54	3,454	54
Sixth	3,575	51	3,589	52
Seventh	3,351	50	3,539	50
Eighth	3,053	49	3,235	47
Ninth	3,053	52	2,982	51
Tenth	2,879	50	2,835	52
Eleventh	2,349	46	2,513	47
Combined	29,046	52	29,562	51

Table 27

Comparison of Percentile Rank of Spelling Mean NCE by Continuing Students for 1996-97 and 1997-98

Number Continuing Students	Grade 95-96	Grade 96-97	Percentile Rank 96-97	Percentile Rank 97-98
3,256	3	4	53	60
2,972	4	5	60	56
3,112	5	6	55	54
3,058	6	7	53	51
2,764	7	8	52	49
2,467	8	9	50	53
2,395	9	10	55	54
2,117	10	11	55	48
22,141			55	53

Question: How did Anchorage students do on local assessments?

Answer: Performance is positive but could be stronger in some specific content areas. Assessment results raise questions as to the complete coverage of all curriculum in some schools.

- Performance on the new ASD Independent Reader Assessment prototype suggests that it will take substantial effort to meet the Anchorage School Board Goal to have every child an Independent Reader by the end of grade three. As many as 40% of grade 3 students may not be Independent Readers.
- Performance on the grade 4 integrated social studies and language art exam is improved in almost every area. Over 70% meet or exceed expectations in reading and over 60% meet or exceed expectations in writing.
- Performance on the grade six pre-algebra assessment indicates substantial differences in the proportion of students at various schools with the entry level skills needed for pre-algebra. Individual school performance ranged from 0% to more than 45% of students recommended for pre-algebra.
- Performance on the new grade 8 Social Studies exam is strong but suggests that Law and some other elements of the curriculum are not being given the same emphasis at all schools.
- Performance on the new grade 8 Science exam is strong in some areas but suggests that Chemistry may not being covered at all schools. The Performance Assessment element of the Science exam is still to be developed.

The Anchorage School District has used Criterion Referenced Tests (CRT) and Performance Assessments (PA) for evaluating the success of students on elements of the Anchorage Curriculum since the 1970s. CRT/PAs have been part of the Districtwide Student Assessment program along with national norm referenced tests because of the desire to see how students perform on specific ASD approved curriculum. The tests of student mastery differ from national norm referenced tests in that they are specific to the Anchorage and demand certain levels of performance to achieve mastery.

The Anchorage Writing Assessment which has been included as a District assessment for fifteen years was discontinued two years ago when the State of Alaska introduced a required writing assessment. Writing assessment results are reported elsewhere in this document.

Current ASD Assessments that are included in this section of the report:

- Grade 3 Independent Reader Assessment (New for 1998-99),
- Grade 4 Jamestown Integrated Language Arts and Social Studies Assessments,
- Grade 6 Pre-Algebra Placement Assessment (New for 1997-98),
- Grade 8 Social Studies CRT (Revised for 1997-98),
- Grade 8 Science CRT (New for 1997-98).

Discussion: Assessments are discussed in order and information is provided on the validity and reliability of the new and revised exams developed for 1997-98.

The ***Grade 3 Independent Reader Assessment*** is under development. The goal of the assessment is to certify that students have reached Independent Reader Status by the last quarter of grade 3. The assessment system is being developed around the student competencies that have been identified in the Anchorage School District K-3 Reading Benchmarks and Continuum.

The assessment has two major elements. One element is an objective test of reading comprehension using reading materials consistent with what students are expected to use in Anchorage classrooms. The other major element is a rating of the student based by the teacher on observations of skills specified in the K-3 Reading Benchmarks and Continuum.

Groups of teachers, reading specialists, and staff members from Curriculum and Assessment met through the course of the 1997-98 school year. Major accomplishments included development of a definition of the ASD Independent Reader, specification of the elements to be included in the assessment, refinement of the K-3 Benchmarks, and development of three prototype examinations.

Classrooms were selected for participation in the trial assessment based on the CAT Total Reading Score for the school to assure that a cross-section of ASD schools would be included. Teachers at the selected schools were encouraged to volunteer to try the new assessment system late in the school year.

Approximately 642 students drawn from twenty-four classrooms participated in a trial of the new assessment system. Students completed one of three versions of the comprehension test and a survey about their reading habits. Teachers rated each student on Comprehension, Decoding Skills, and Attitudes using the ASD K-3 Reading Benchmarks Reading Continuum. Each student was ranked as 1) Early Emergent, 2) Emergent, 3) Developing, 4) Expanding, or 5) Independent. Finally, each teacher considered the overall performance of the student on Grade 3 Independent Benchmarks and judged the child as Independent or Not Independent.

The objective reading test consists of passages of different length drawn from actual grade 3 reading materials. With the permission of the publishers, sections were drawn from tests related to literature (*Owl Moon, Eskimo Boy, and Aurora*) and from content areas such as health (*The Eye*), social studies (*Earthquake*) and science (*Savanna and Seasons*). Passages were reviewed to assure that they were similar in difficulty to typical classroom materials.

Initial analysis of the Independent Reader Assessment indicates that it shows promise for the classification of students as Independent Readers. Teacher assessments and comprehension score correlate beyond .8 with stronger correlation in schools with average and high reading scores. Average scores on the comprehension elements of the three exam prototypes are generally consistent with teacher evaluations scores. Average scores are shown in tables 28, 29, 30, 31, and 32.

Table 28

Average Student Correct Answers
Relative to Teacher Assessment
Reading Comprehension

Level of Performance	Form A*	Form B	From C
Number	218	222	191
Early Emergent	6	-	3
Emergent	8	10	12
Developing	12	12	16
Expanding	13	14	19
Independent	15+	17+	23+

*Differences among test forms significant .05.

Table 29

Average Student Correct Answers
Relative to Teacher Assessment
Decoding Skills

Level of Performance	Form A*	Form B	From C
Number	218	221	191
Early Emergent	6	--	3
Emergent	7	11	12
Developing	11	12	16
Expanding	13	14	19
Independent	15	17	23

*Differences significant .05.

Table 30

Average Student Correct Answers
Relative to Teacher Assessment
Reading Attitude

Level of Performance	Form A*	Form B	From C
Number	220	221	191
Early Emergent	8	--	11
Emergent	8	11	13
Developing	11	13	16
Expanding	12	14	18
Independent	15	17	23

*Differences significant .05.

Table 31

Average Student Correct Answers
Relative to Teacher Assessment
Independent Reader

Level of Performance	Form A*	Form B	From C
Number	201	220	187
Not Independent	11	14	16
Independent	14	17	23

Table 32

Average Student Number Correct
Relative to Teacher Assessment
Classroom Rank and Right Answers

Level of Performance	Form A*	Form B	From C
Number	207	221	191
Top 1/3	14+	16+	23+
Middle 1/3	12	14	18
Bottom 1/3	10-	12-	13-

Much remains to be done prior to the implementation of the Independent Reader Assessment System

- K-3 Benchmarks need final revision and approval.
- Teachers need training in Benchmarks and use of assessment materials.
- Assessment procedures and directions need to be standardized.
- A number of test items need revision based on comments from teachers.
- Final copyright agreements must be negotiated with publishers.
- Additional reading passages need to be identified.
- On-line and practice versions of the exams must be developed.
- On-line assessment and reporting system must be perfected.
- Reporting procedures need to be developed for parents, teachers, and schools.

Reading teachers and teachers who participated in the pilot of the prototype assessment will come together in the early fall to consider the changes in questions and procedures suggested by teachers.

Initial reliability of the combination of items on the three Independent Reader Assessment is reasonable with alpha reliability above .8. Individual reading passages and associated question sets are as low as .3. Additional studies of student performance and teacher assessments need to be completed prior to making a final recommendation as to "cut" scores and actual passages to include in the final assessment.

An on-line version of the Independent Reader Assessment system that will allow students and teachers instant feedback on performance is moving toward completion. A limited working model was examined and supported. It is expected that the system will be available to all schools and classrooms that have internet access by next spring.

The Independent Reader steering committee is scheduled to come together in September to begin the final phase of development of the assessments. This will include the review of reading passages for inclusion in the final assessment instrument and recommendations about actual "cut" scores for the classification of students. Another trial of final assessments may be needed prior to implementation.

If the Independent Reader Assessment process remains the same as that used in the prototype assessment we may expect from 60% to 70% of individuals to be certified as independent readers based on a combination of the objective test and teacher evaluation. The schools included in this trial were selected to be a cross-section of the district, based on this trial the proportion students identified in a specific school as independent would range from a low of 40% to a high of 90%.

The ***Grade 4 Jamestown Integrated Social Studies and Language Arts Assessment Unit*** was used by a representative sample of Anchorage School District teachers to assess student knowledge and skill. The Jamestown Unit is based on a series of lessons and supplemental materials that introduce students to early European settlement in the United States and contact with Native Americans. The instructional unit is based on the Grade 4 Social Studies Curriculum.

Students do a series of standard performance tasks as part of instruction to demonstrate their level of skill and knowledge. Assessments include listening for details, drawing a map, reading a newspaper, working in a group and drawing conclusions based on the examination of artifacts, and writing an essay. Scoring is done by classroom teachers and a group of trained district scoring using scoring scales (rubrics) and examples of the expected work.

Changes in the scoring protocols and one of the test items may have effected scores in map making, reading, and one area of writing. The scale for scoring map making was refined to specify the number of specific details that a student was required to include to have a map which met grade level expectations. No map which did not include an adequate title, legend, and compass rose could be rated as acceptable. The open-ended response to reading item was revised to require that students had to support their conclusions with specific details drawn from the newspaper articles. The scoring of writing was based on only two traits Ideas and Content and Conventions, to ease the scoring burden on classroom teachers.

Table 33 shows the student performance for 1997 and 1998. One notable difference is that the group of students scored has increased from a group of volunteer classrooms to a group of classrooms selected to be representative of the district. This change in the composition of the sample is likely to have affected the scores because most of the volunteer teachers were active in the EXCELS! grant project and had a special interest in the integration of language arts and social studies instruction.

Table 33

Grade 4 Jamestown Integrated Performance Assessment

Area/Year	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Listening				
1997	314	52%	35%	14%
1998	498	28%	66%	6%
Map Making				
1997	328	46%	41%	13%
1998*	466	46%	43%	11%
Reading Comprehension				
1997	328	27%	39%	35%
1998**	467	27%	30%	43%
Writing Ideas & Content				
1997	327	37%	39%	24%
1998*	407	34%	39%	27%
Writing Conventions				
1997	328	39%	36%	26%
1998	409	36%	38%	26%

* Changed Scoring Protocol
** Changed Student Response

Seventy-two percent of students met or exceeded expectations on the Listening Assessment. Fifty-four percent met or exceeded expectations in Map Making. Seventy-three percent meet or exceeded expectations in Reading. Sixty-six percent met or exceeded expectations in Writing Ideas and Content and Sixty-four percent met or exceeded expectations in Writing Conventions. Listening and Reading stand out as areas of strength.

There was good agreement between classroom teachers and trained scorers on their rating of students. Teachers gave slightly higher scores in most areas when teachers and District raters are compared: Listening (5.5 vs. 5.4), Map Making (5.6 vs. 5.5), Reading (7.3 vs. 7.6), and Writing (12.9 vs. 12.3). The overall scores of teachers (27.8) and trained raters (27.7) correlated beyond .8 showing substantial agreement.

There were, however, significant differences in the differences between teachers and raters in individual schools. District scorers tended to be more critical of performance than teachers in low scoring schools and generally agreed with teachers in high scoring schools. Average scores for individual classes ranged from a low of 17 to a high of 30.

Schools which were very active with EXCELS! integrated language arts and social studies training effort tend to have higher performance. This suggests a positive effect from the training and emphasis on integration stressed during the multi-year curriculum and instruction improvement project.

Results suggest that Map Making which is introduced as early as first grade and Writing Ideas and Content may need to be emphasized. The lower Map Making scores were a direct result of requiring an acceptable title, legend, and indication of orientation (compass rose) on every map. The Writing Ideas and Content item is related to the application of information which is drawn from classroom activities and the generalization of the Jamestown Archeology lesson to the current experience of the student. Generalizations from classroom lessons to their own lives is a basic element in early grades instruction in history that may need reinforcement. (See National Standards in History of Grades K-4, National Center for History in the Schools, UCLA. p. 7).

Results are representative for the District even though the selected class from Gladys Wood elementary did not return completed student work for inclusion in the District report.

Grade 6 Pre-Algebra Assessment -- Differentiation of the Middle Level Mathematics program to include Pre-Algebra and Algebra for students who have strong mathematics skills led to a need for a consistent assessment to help in the placement of students. The grade 6 CAT test does not include enough specific items on pre-algebra skills to be used as the single objective indicator in the placement of students based on specific critical skills.

The grade 6 Pre-Algebra Placement exam was developed by teachers familiar with the ASD curriculum and the skills needed for success in pre-algebra. Curriculum and Evaluation staff worked with teachers to refine the test and set reasonable "cut" scores based on a large scale student trial.

Tests, pre-printed answer sheets, and administration instructions were provided to the principal at each school with 6th grade students. Schools were asked to test students on one day and return completed materials promptly to provide adequate test security. More than 3,500 students were tested and reports were provided to schools. Middle level schools were provided with reports of scores for their incoming students and summary reports were provided to principals and the Math Curriculum Coordinator.

Students who scored high on the test were recommended for pre-algebra. Students who were above or below the identified "cut" score but within the range of scores where classification should not be made on the basis of the test score alone where put into a "review" category. Students who were low on the test were recommended for Math 7. Table 34 provides a summary of the overall recommendations made for grade 6 students.

Actual assignment to pre-algebra was based on multiple criteria. Counselors were to consider the student CAT score, the Pre-Algebra Placement score, and the recommendation of the classroom teacher. A teacher recommendation and high marks on either of the two tests should have been enough for an assignment to a pre-algebra class.

Table 34

Pre-Algebra Qualification Examination
Grade 6
Spring 1998

	Students Enrolled	Students Tested	Percent Tested
	3,817	3,566	93.4%
Students Tested	**Math 7**	**Review**	**Pre-Algebra**
3,566	2,255 63%	582 16%	729 20%
Significant Differences	**Percent Range Recommended**		**Percent Average**
by School	0% to 50%		20%

Table 35 indicates the percentage of students recommended for placement for pre-algebra by school. Differences in school averages of more than three points are not notable for elementary schools. Clark Middle School and Mirror Lake Middle School had a significantly lower number of incoming students recommended for placement in pre-algebra. The percentage of students who were recommended ranged from 0% to above 50% from individual elementary schools. From 7% to 21% of incoming students were recommended for placement at district Middle schools.

Table 35

Pre-Algebra Qualification Examination
Grade 6
Spring 1998

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Abbott Loop	6	77	17.7	16%
Airport Heights	6	40	17.7	10%
Alpenglow	6	91	20.7	20%
Aurora	6	70	18.1	9%
Baxter	6	84	19.0	18%
Bayshore	6	65	20.3	25%
Bear Valley	6	89	22.6	31%
Birchwood	6	26	18.9	12%
Willard Bowman	6	88	20.7	22%
Campbell	6	61	17.7	9%
Chester Valley	6	57	17.2	16%
Chinook	6	72	17.8	11%
Chugach Optional	6	40	24.7	48%
Chugiak Elem.		No Sixth Grade Students		
College Gate	6	67	18.6	16%
Creekside	6	56	20.1	23%
Denali	6	64	21.5	33%
Eagle River	6	41	18.9	15%
Fairview	6	42	19.5	29%
Fire Lake		No Sixth Grade Students		
Girdwood	6	14	22.2	43%
Government Hill	6	25	15.1	13%
Homestead	6	70	22.2	30%
Huffman	6	81	25.1	48%
Inlet View	6	32	24.0	38%
Kasuun	6	68	18.4	9%
Kennedy	6	31	17.5	10%
Kincaid	6	59	22.7	25%
Klatt	6	65	17.2	8%
Lake Hood	6	62	18.8	11%
Lake Otis	6	48	15.6	8%
Mt. View	6	40	13.9	3%
Muldoon	6	47	13.0	2%
North Star	6	55	12.5	2%
Northern Lights	6	54	26.1	50%
Northwood	6	35	18.9	23%
Nunaka Valley	6	50	18.8	10%
Ocean View	6	61	22.2	23%
O'Malley	6	99	23.6	37%
Orion	6	57	20.4	21%
Polaris	6	24	23.0	33%
Ptarmigan	6	53	16.2	9%
Rabbit Creek	6	73	22.3	29%
Ravenwood	6	78	25.7	42%
Rogers Park	6	83	25.2	48%
Russian Jack	6	46	13.6	-

Table 35

Grade 6 Pre-Algebra Qualification Exam
Spring 1998
(Continued)

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Sand Lake	6	87	22.1	33%
Scenic Park	6	79	20.6	29%
Spring Hill	6	62	19.4	15%
Susitna	6	87	21.6	24%
Taku	6	34	18.1	18%
Tudor	6	64	19.7	27%
Turnagain	6	47	24.6	45%
Tyson, William	6	65	14.4	3%
Ursa Major	6	48	17.4	8%
Ursa Minor				
Williwaw	6	49	14.9	2%
Willow Crest	6	57	19.0	11%
Wonder Park	6	46	16.8	11%
Gladys Wood	6	86	20.3	20%
Mirror Lake	6	214	16.5	7%
Average	**6**	**2,923**	**19.8**	**20%**
Next School Averages				
Central Sch of Science	6	268	19.0	18%
Clark	6	320	15.6	7%
Goldenview	6	348	22.4	30%
Gruening	6	274	22.2	28%
Hanshew	6	412	19.9	21%
Mears	6	454	20.3	22%
Mirror Lake	6	221	16.6	7%
Romig	6	339	19.4	21%
Steller	6	5	20.2	-
Wendler	6	492	19.4	20%
Average Placement		**2,923**	**19.8**	**20%**

The *Grade 8 Social Studies CRT* has had a substantial revision based on the current scope of content to be mastered by all students. The Middle Level Social Studies curriculum frameworks and approved course syllabus call for students to build on their knowledge developed in prior grades and to use that knowledge and their grade 8 experience to recognize and take on perspectives of social scientists. Course content and activities include political science, anthropology, economics, geography, psychology, sociology, and law as well as starting the study of the early river civilizations.

The Social Studies Coordinator and Middle Level Department Chairs developed a set of specifications for the new test in 1995-96. A draft test was developed which included a set of multiple choice items related to each are of the course and two performance assessments. A review of student performance and examination of the experience of teachers with the test led to a revision of a number of items and elimination of one of the two performance assessment items. The majority of Department Chairs indicated that they wanted all students to take the test to assure that the entire scope of the social studies program was being offered at every Middle School.

A random selection of classrooms was identified for the test for 1997-98. However, the test is still in the process of revision and development so the selection was a recommendation rather than a requirement. Most of the randomly selected classes participated. The principals at Mirror Lake and Clark did not distribute tests to their teachers so the results are not representative of the District as a whole.

Analysis of the comments from teachers and student scores indicates that a few items including three in the Economics section related to a price/demand graph still need revision. These items were not included in the results presented below. There was also a change made in the scoring rubric for Exploring the Site which affected scores.

The Exploring the Site performance assessment calls for students to take the perspectives of a number of social scientists relative to artifacts found in different layers of the large Mississipian Civilization mound excavated at Cahokia, Illinois. Students have to write a short statement which shows that they understand the perspective of a historian, economist, and anthropologist. The scoring team revised the scoring rubric to require that a student must 1) indicate why the conclusion drawn is consistent with the point of view of the social science and that the reasons given for the conclusion must include a reference to specific evidence from the site. The increased demand for information related to perspective and evidence lowered the scores given to students on this part of the assessment.

Table 36 is based on a Mastery criteria where students are expected to answer two out of three related items (66%) to show that they have knowledge of an area. If a student has more than 75% of the items in an area correct they are shown to have reached a level designated as "Greater than Mastery" in the chart. Overall, students had a mastery level of 60%.

Economics, Geography, Sociology, and Law stand out as areas where a substantial number of students demonstrate "Less than Mastery." Examination of the individual class groups indicate that differences in performance in Law, Sociology, and Psychology are so great from school-to-school that content in these areas may not be covered or given the same emphasis as the other areas in some classrooms. Geography items place a heavy reliance on the interpretation of tables and student performance appears not to be related to class differences but to skill in the interpretation of tables.

The revisions required in the Social Studies test are minor. It is likely that they will be made early in the year after consultation with Social Studies Department Heads and the Social Studies Curriculum Coordinator. There will be a more active effort to assure a representative sample of students from each Middle School next year.

Table 36

Grade 8 Social Studies CRT*
Spring 1998

Area	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Political Science	537	21%	35%	44%
Anthropology	537	31%	36%	33%
Economics	537	30%	21%	49%
Geography	537	45%	25%	30%
Psychology	537	32%	32%	36%
Sociology	537	47%	38%	2%
Law	537	53%	27%	3%
Performance	290	70%	20%	10%
Total	537	39%	34%	26%

*Results are not representative for the District. Mirror Lake and Clark did not participate.

The *Grade 8 Science CRT* is a substantial revision of the grade 8 Science Assessment. The major re-write of the test by Science Department Chairs and grade 8 science teachers moved the test away from an emphasis on performance assessment to more of a balance between knowledge in the four content areas emphasized at grade 8: Chemistry, Earth and Space Science, Life Science, and Physics and application of scientific thinking to a practical environmental problem. It was decided to also continue to include a lab safety performance section and video tape in the final test though it was not to be included in the trial of the new test.

The initial effort to develop a performance unit which would include student hands-on work with substances, decision making, and the application of knowledge to a practical problem failed. A two person team tried to modify an existing exercise from a science journal into a workable assessment. The exercise related to a chemical spill failed an initial trial with two groups of students and there were some questions of the validity of some scientific information. A group of teachers and secondary curriculum staff met late in the year and started development of a performance unit which will continue during the 1998-99 school year.

The integrated grade 8 Science curriculum and grade 8 course syllabus call for a coordinated approach which includes a balanced emphasis on the various sciences. Individual item writing teams prepared new items or selected proven items from the Northwest Evaluation Association Science Item Bank. The multiple choice test sections were designed to include 15 items in each of the four content areas.

Not all items survived the item trial. Some items need to be rewritten and revised. Initial analysis of the test showed 56 good items. These good items served as the basis for the analysis presented in Table 37. A number of schools decided to test all sections of Science with the prototype test to help assess the extent to which the curriculum is being covered. More than 2,100 students participated in the trial of the new test. However, tests were not distributed to teachers at Clark and Mirror Lake schools so the test results are not representative of the District as a whole.

Table 37 shows that a substantial number of students are developing a basic mastery of grade 8 science. Earth and Space Science and Life Science have the strongest performance across the district with about 70% of the students reaching the mastery level or more. Performance on Chemistry items was weaker even though most students correctly answered 10 of the 15 Chemistry items. Examination of the results by class group suggests that Chemistry may not be as consistently covered as the other science areas.

Table 37

Grade 8 Science CRT
Spring 1998

Area	Number Tested	Number Items	Average Correct	Less Than Mastery	Mastery	Greater Than Mastery
Chemistry	2,087	15	10	43%	29%	27%
Earth Science	2,126	14	9	32%	26%	40%
Life Science	2,076	16	10	23%	40%	37%
Physics	2,047	11	7	35%	43%	22%
Total	2,126	56				

Question: How well did Anchorage students perform on the Alaska Writing Assessment?

Answer: The Alaska Writing Assessment is now part of the Alaska Statewide Student Assessment and is required for all students in grades 5, 7, and 10. Anchorage students did well on the Alaska Writing Assessment. Only students who are Lau category A or B students enrolled for less than three years or special education students exempted because of a specific IEP requirement are excused from testing.

Student papers are read by two teachers and scored on 5 point scales for the qualities of good writing: Ideas and Content, Organization, Voice, Effective Word Choice, Sentence Fluency, and Writing Conventions. A score of 3 is required to meet the expectations for performance at a grade level.

About 70 percent of Anchorage students meet expectations in all areas in grades 5 and 7 though Organization scores were notably lower with 37 percent of grade 5 and 33 percent in grade 7 failing to meet expectation. About 80 percent of grade 10 students met expectations in all areas. Word Choice and Sentence Fluency stood out as areas of strength for grade 10 students with more than 90 percent meeting or exceeding expectation.

A report of district results made by the State Department of Education indicates that the overall Anchorage performance was higher than the state average though grade 5 performance was slightly below the state average. When compared with other urban districts Anchorage out-performed Fairbanks in two of three grades and out-performed by Kenai, Mat-Su and Juneau (Smiley Letter, 5/18/98)

Discussion: This was the first school year that the Alaska Writing Assessment was required of all students in the state. Table 38 displays 2 primary statistics on Anchorage Student Performance for 1996-97 and 1997-98.

Anchorage students generally do well and the overall District performance shows improvement with increasing grade level. There are no areas where 25 percent or more of the students are below expectation in grade 10. At grade 5, more than 25 percent are below expectation in Ideas & Content, Organization, Sentence Fluency, and Writing Conventions. At grade 7, only Organization has 25 percent or more below expectation.

Analysis of student survey information collected as part of the Writing Assessment indicated that the students who do better in writing report that in their classroom 1) more time is set aside in class to write, 2) there is specific instruction in writing and writing conventions, 3) time is taken to rewrite and improve papers, and 4) there is more feedback on writing both from the teacher and from other students.

The required Alaska Writing Assessment proved to be a substantial undertaking for the state in 1997-98 and was only accomplished with support from the school districts. All districts contributed teachers to be trained in writing assessment and to read papers at sessions held in Anchorage, Fairbanks, and Juneau. The Anchorage School District helped with document preparation and provided scanning services. The Fairbanks School District helped with file preparation and printed student reports. Dr. Tom Straugh attended and helped to organize the Anchorage and Fairbanks scoring sessions.

Reports on individual student performance were mailed to parents prior to the spring parent-teacher conferences. Papers and individual student reports were returned to teachers prior to the end of the semester. Principals were provided with the listing of scores included in Table 39. The expectation is that the school average in every area should be at 3.0 or higher.

Table 38

Percentage Distribution of Writing Scores
by Grade Level
CRT Testing
Spring 1997-98

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		1997	1998	1997	1998	1997	1998
5	Ideas & Content	2,841	3,265	29.1	27.6	70.6	72.4
	Organization			39.8	37.0	60.0	63.0
	Voice			19.5	24.0	80.4	76.0
	Effective Word Choice			24.5	24.0	75.4	76.0
	Sentence Fluency			30.3	30.5	69.6	69.5
	Writing Conventions			30.2	31.0	69.6	69.0
7	Ideas & Content	2,374	3,025	28.8	23.9	71.2	76.1
	Organization			36.3	32.9	63.6	67.1
	Voice			20.0	23.1	80.0	76.9
	Effective Word Choice			29.7	18.3	70.3	81.7
	Sentence Fluency			29.9	21.5	70.1	78.5
	Writing Conventions			28.4	24.5	71.6	75.5
10	Ideas & Content	2,116	2,470	13.6	14.5	86.2	85.5
	Organization			21.0	19.4	78.8	80.6
	Voice			8.6	6.8	91.2	93.2
	Effective Word Choice			10.6	9.6	89.1	90.4
	Sentence Fluency			13.1	14.0	86.6	86. 0
	Writing Conventions			15.7	19.1	84.0	80.9

Table 39

Alaska Student Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1997-98

School	Idea		Organization		Voice		Word		Sentence Fluency		Conventions	
	N	M	N	M	N	M	N	M	N	M	N	M
Abbott Loop	67	2.9	65	2.8	66	3.1	66	2.9	66	3.0	66	3.1
Airport Hts.	30	2.9	30	2.7	30	2.9	30	3.0	30	2.7	30	3.0
Alpenglow	72	3.3	72	3.2	72	3.5	72	3.3	71	3.2	71	3.3
Aquariun	8	3.3	8	2.9	8	2.9	8	2.8	8	3.3	8	3.5
Aurora	66	3.3	66	3.1	65	3.3	66	3.2	66	3.2	66	3.4
Baxter	69	3.3	69	3.2	69	3.3	68	3.0	69	3.1	69	2.1
Bayshore	53	3.2	53	3.0	53	3.2	53	3.1	53	2.9	53	3.0
Bear Valley	78	3.6	77	3.5	79	3.8	78	3.6	75	3.5	77	3.4
Birchwood	40	3.7	40	3.5	40	3.5	40	3.5	39	3.6	40	3.8
Bowman	66	3.3	65	3.1	66	3.3	66	3.2	66	3.2	65	3.1
Campbell	64	2.7	64	2.6	63	3.0	64	2.8	64	2.7	64	2.6
Chester Valley	41	3.1	41	2.9	41	3.4	41	3.1	41	3.1	41	3.1
Chinook	67	3.4	67	3.3	67	3.4	66	3.3	67	3.3	66	3.4
Chugach Opt.	33	3.8	33	3.8	33	3.9	33	3.6	33	3.6	32	3.6
Chugiak Elem.	87	3.1	87	3.1	87	3.2	87	3.1	87	3.1	87	3.2
College Gate	54	3.1	54	2.9	54	3.4	54	3.2	54	3.0	54	3.0
Creekside	54	2.7	54	2.5	51	3.0	54	2.6	54	2.4	54	2.4
Denali	47	3.0	47	3.1	47	3.2	47	3.2	47	3.1	47	3.0
Eagle River	72	3.1	72	3.1	71	3.2	72	3.0	71	3.1	71	2.9
Fairview	38	3.2	38	2.9	38	3.2	38	2.9	38	2.9	38	3.1
Family Partnership	15	3.4	15	3.3	15	3.6	15	3.2	15	3.4	15	3.1
Fire Lake	62	3.1	62	3.1	62	3.2	62	3.1	62	3.1	62	3.4
Girdwood	12	3.1	12	2.6	12	2.9	12	3.0	12	2.7	12	3.0
Gov't Hill	26	2.8	26	2.6	26	3.0	26	2.9	25	2.8	26	2.9
Homestead	81	3.0	80	2.7	82	3.0	82	3.0	81	3.0	82	2.9
Huffman	71	3.7	71	3.6	72	3.7	72	3.6	73	3.6	73	3.6
Inlet View	33	3.3	33	3.3	33	3.4	33	3.3	33	3.4	33	3.3
Kasuun	64	3.2	64	3.2	64	3.4	64	3.2	63	3.2	64	3.2
Kennedy	27	2.9	27	2.7	27	3.2	27	2.9	27	2.8	27	2.9
Kincaid	55	3.1	55	3.0	55	3.4	56	3.2	55	3.0	54	3.1
Klatt	52	3.0	52	2.8	52	3.1	53	2.9	52	2.9	52	3.0
Lake Hood	60	2.8	60	2.8	59	2.8	60	2.8	60	2.8	60	2.9
Lake Otis	44	3.1	44	3.0	44	3.0	44	2.9	44	3.2	44	3.2
Mt. View	48	2.4	48	2.4	48	2.6	48	2.3	48	2.3	48	2.2
Muldoon	32	2.6	32	2.2	32	2.8	32	2.6	32	2.5	32	2.4
North Star	42	2.7	42	2.6	42	3.0	42	2.8	42	2.7	42	3.0
Northern Lts.	52	3.4	52	3.3	52	3.4	52	3.2	51	3.4	52	3.6
Northwood	40	3.1	40	3.0	39	3.3	40	3.2	39	3.2	38	3.4
Nunaka Valley	35	2.8	35	2.9	35	3.2	35	3.0	35	2.9	35	2.9
Ocean View	52	3.6	51	3.5	52	3.7	52	3.5	51	3.6	51	3.5
O'Malley	74	3.2	74	3.1	75	3.3	75	3.3	75	3.3	75	3.3
Orion	70	3.1	70	2.9	70	3.2	70	3.1	68	3.0	70	3.2
Polaris	35	3.7	35	3.5	35	3.8	35	3.7	35	3.7	35	3.4
Ptarmigan	39	2.7	39	2.4	39	3.0	40	2.9	40	2.7	40	2.7
Rabbit Creek	58	3.3	57	3.1	58	3.2	58	3.1	58	3.1	57	3.3
Ravenwood	63	3.5	63	3.4	62	3.7	63	3.5	63	3.7	63	3.5
Rogers Park	76	3.5	77	3.3	77	3.4	77	3.3	77	3.4	77	3.3
Russian Jack	39	2.9	39	2.7	39	3.0	39	2.7	39	2.7	39	2.8
Sand Lake	76	3.5	75	3.4	76	3.7	75	3.6	76	3.4	75	3.4
Scenic Park	81	3.4	81	3.4	81	3.4	81	3.2	81	3.3	81	3.5
Spring Hill	73	3.0	72	2.9	73	3.0	73	3.0	73	3.0	73	3.3
Susitna	82	3.0	82	2.8	83	3.2	83	2.9	83	3.0	83	2.9

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Table 39

Alaska Student Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1997-98
(continued)

School	Idea		Organization		Voice		Word		Sentence Fluency		Conventions	
	N	M	N	M	N	M	N	M	N	M	N	M
Taku	43	2.7	43	2.5	43	2.7	43	2.7	43	2.6	43	2.7
Tudor	72	3.0	72	2.8	72	3.1	72	3.1	72	3.0	72	3.1
Turnagain	56	3.4	56	3.1	56	3.4	56	3.4	56	3.2	56	3.2
Tyson, Wm.	31	2.6	31	2.4	31	2.7	31	2.7	31	2.5	31	2.8
Ursa Major	45	2.8	45	2.6	45	2.9	45	2.9	45	2.9	45	2.8
Williwaw	67	2.6	67	2.6	67	2.9	67	2.8	67	2.7	67	2.6
Willow Crest	32	2.9	32	2.7	32	3.0	32	3.0	32	3.0	32	3.0
Wonder Park	41	3.4	41	3.2	39	3.4	41	3.2	41	3.3	40	3.3
Wood, Gladys	77	3.0	77	2.9	77	3.2	77	3.0	77	2.9	76	3.0

Table 40

Alaska Student Writing Assessment
Anchorage School District
Grade 7 School Average Scores
Spring 1997-98

School	Idea		Organization		Voice		Word		Sentence Fluency		Conventions	
	N	M	N	M	N	M	N	M	N	M	N	M
Benson/Search	21	2.9	21	2.7	20	3.2	21	3.1	21	2.9	21	2.7
Central	327	3.3	326	3.1	326	3.2	326	3.2	325	3.3	326	3.3
Clark	223	2.9	220	2.7	221	3.2	221	2.9	220	2.9	221	3.0
Denali	17	2.8	17	2.6	17	2.8	17	3.2	17	2.9	17	2.7
Girdwood	21	3.3	21	3.1	21	2.8	21	3.3	21	3.2	21	3.3
Goldenview	370	3.5	367	3.4	370	3.4	370	3.3	370	3.5	368	3.5
Gruening	237	3.3	238	3.2	234	3.3	239	3.2	233	3.3	238	3.3
Hanshew	382	3.3	382	3.1	383	3.3	380	3.2	381	3.2	381	3.3
Mears	424	3.4	425	3.2	424	3.4	424	3.3	423	3.4	423	3.5
Mirror Lake	214	3.3	214	3.1	212	3.3	213	3.2	214	3.4	212	3.4
Polaris K-12	32	3.1	31	2.7	32	3.3	32	3.2	32	3.2	32	2.9
Romig	284	3.2	284	3.0	283	3.1	283	3.2	284	3.1	282	3.2
Steller	40	3.5	40	3.3	40	3.5	40	3.3	40	3.4	40	2.9
Wendler	390	3.3	388	3.1	389	3.3	389	3.2	389	3.2	389	3.2
Aquarian	8	3.3	8	2.9	8	2.9	8	2.8	8	3.3	8	3.5
Family Partnership	41	3.5	12	3.2	12	3.2	12	3.1	12	3.0	12	2.7
Walden Pond	23	2.8	23	2.4	23	2.8	23	2.9	23	3.0	23	2.9

Table 41

Alaska Student Writing Assessment
Anchorage School District
Grade 10 School Average Scores
Spring 1997-98

School	Idea		Organization		Voice		Word		Sentence Fluency		Conventions	
	N	M	N	M	N	M	N	M	N	M	N	M
Bartlett	334	3.5	332	3.3	331	3.6	332	3.3	332	3.3	330	3.3
Benny Benson	32	3.2	32	3.1	32	3.6	32	3.1	32	3.1	32	3.0
Chugiak High	428	3.5	428	3.4	429	3.6	429	3.4	429	3.4	428	3.6
Dimond	427	3.6	427	3.4	425	3.7	424	3.4	426	3.5	426	3.6
East	364	3.5	364	3.5	364	3.7	363	3.4	364	3.5	364	3.5
McLaughlin	31	3.0	31	2.8	31	3.3	31	2.9	31	2.8	31	2.6
Polaris K-12	28	3.2	28	3.0	28	3.7	28	3.3	26	3.2	28	3.4
SAVE	14	3.2	14	2.7	14	3.3	14	2.6	14	2.8	14	2.5
Service	488	3.6	489	3.5	488	3.6	490	3.4	490	3.5	491	3.6
Steller	37	3.7	37	3.6	37	3.9	37	3.7	37	3.7	37	3.8
West	256	3.5	257	3.4	256	3.6	257	3.3	257	3.3	256	3.4
Family Partnership	14	3.7	14	3.6	14	3.4	14	3.7	14	3.8	14	4.3
Walden Pond	7	3.4	7	3.1	7	3.0	7	2.9	7	3.1	7	3.4

Question: How well did Anchorage seniors perform on advanced placement (AP) and college entrance examinations in 1997-98?

Answer: Anchorage students who plan to go to college often take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 1997-98, Educational Testing Service reported scores for 1,286 Anchorage seniors on the SAT, 57 percent of the graduating class. American College Testing reported scores for 601 graduates on the ACT, 26 percent of the graduating class. The tests are voluntary and only reflect the performance of (mostly) college-bound students. Looking across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial effect on average scores.

Anchorage seniors do well on both the ACT and SAT. Performance is above the national average on both tests and above the average of students from other Alaska schools. The Anchorage SAT averages of 526 on Verbal, 533 on Mathematics, and 1,059 on SAT Total are above the national averages of 505, 511 and 1,016, respectively. The ACT averages for Anchorage of 22.5 for English, 23.9 for Mathematics, and 23.6 for Composite are above the national averages of 20.4, 20.8, and 21.0 respectively, and above the average scores for the rest of Alaska.

National scores have increased slightly over the past five years as have those of Anchorage. This may be related to the increased number of test takers who report taking a core of college preparatory courses. ACT scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that the better prepared students have scores which are about 12 percent higher (on average) than students without this core.

Anchorage students' above average ACT and SAT scores demonstrate the efficiency of the District's preparation program for college bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from within Alaska and students from across the United States. The results provide strong evidence that our college bound students can and do receive a solid education in the Anchorage School District.

When scores are compared with those of five years ago, an increase is seen for both Anchorage and the United States. When compared with last year, the SAT and ACT scores are slightly higher. The SAT Total is up from 1,049 to 1,059 and the ACT Composite is up from 23.1 to 23.6. The proportion of graduates taking the SAT and ACT has remained about the same.

Advanced placement (AP) courses give high school students the chance to take courses with content and materials equal to basic college courses. More than 1,500 Anchorage students completed AP exams and 66% had acceptable college level performance.

Discussion: Tables 42 and 43 provide the average ACT and SAT scores for the members of the class of 1998 who elected to take the tests. Over half of the Anchorage students elected to take one or both of the college entry exams as high school juniors or seniors. These students indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 42 presents the Scholastic Achievement Test (SAT) results for 1997-98. Anchorage students average score of 526 in Verbal was above the national average of 505 and above the average of 518 for the rest of Alaska. The Mathematics score of 533 was above the national average of 512 and the average for the rest of Alaska of 513. The Total Score of 1,059 was above the national average of 1,017 and the average for the rest of Alaska of 1,039. The SAT scale has a standard deviation of 100.

Table 43 presents the American College Testing Program, ACT, results for 1997-98. Anchorage students' average score of 22.5 in English is above the national average of 20.4 and the average for the rest of Alaska of 19.7. The Anchorage Mathematics average of 23.9 is above the national average of 20.8 and the average for the rest of Alaska of 20.2. The Composite average of 23.6 is above the national average of 21.0 and the average for the rest of Alaska of 20.6. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is 4.5 points.

ACT and SAT achievement above that of the nation has been the pattern for Anchorage over the past 10 years. Tables 44 and 45 show the ACT and SAT scores since 1993-94. The proportion of students taking the college entrance examinations has increased over the years with the percent taking the SAT being relatively stable in the 50 percent to 57 percent range and students taking the ACT increasing from about 20 percent to about 30 percent of graduating seniors.

The popularity of the ACT may reflect the use of the scores by University of Alaska. The University of Alaska Anchorage is now the most frequent college choice reported by our Anchorage students taking ACT or SAT.

Table 46 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed the college preparation core, four years of English and three years or more for each of math, social science and natural science, and those who have not. Anchorage students score higher than the comparable national groups for both students with and without core courses. The students who have completed the core classes do better than those who have not completed the core. New Anchorage graduation requirements coming into effect for the "Class of 2000" will likely increase the number of students who have completed the academic core in the future.

The College Board, Educational Testing Service, and American College Testing are careful in cautioning users of college entry test scores that data is based on a self-selected group of students which does not reflect the ethnic, cultural, and income characteristics of the student population as a whole. Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Appendix B presents a summary of student performance on Advance Placement Exams. Table 1 shows that overall performance is strong with 1,058 students having scores of three and above. Table 2 shows that the number of students participating and average scores vary by secondary school. Table 3 shows that the average Anchorage score is equal to national performance and above that of the rest of Alaska.

Table 42

Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1997-98 Seniors

Geographic Region	Number Tested	Average SAT Scores		
		Verbal	Mathematics	Total
Anchorage	1,286	526	533	1,059
Alaska (Excluding Anchorage)	2,230	518	513	1,031
Alaska (Including Anchorage)	3,516	521	520	1,041
Nation	1,172,779	505	512	1,017

Standard Deviation = 100

Table 43

Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1997-98 Seniors

Geographic Region	Number Tested	Average ACT Scores		
		English	Mathematics	Composite
Anchorage	601	22.5	23.9	23.6
Alaska (Excluding Anchorage)	1,875	19.7	20.2	20.6
Alaska (Including Anchorage)	2,476	20.4	21.1	21.3
Nation	995,039	20.4	20.8	21.0

Standard Deviation = 4.5

Table 44

Anchorage Performances on the Scholastic Achievement Test (SAT)
1993-94 through 1994-95
Estimated Scores 1995 Recentered Scale*
1995-96 through 1997-98 Recentered Scores

Ancborage Graduates Taking the SAT			Anchorage Average Scores			National Average Scores		
Year	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
1997-98	1,286	56%	526	533	1,059	505	512	1,017
1996-97	1,317	57%	522	527	1,049	505	511	1,016
1995-96	1,250	55%	527	529	1,056	505	508	1,013
1994-95	1,157	54%	528	528	1,056	504	506	1,010
1993-94	1,144	53%	512	513	1,025	499	504	1,003

*Scores converted using software provided by the College Board.

Table 45

Average (Mean) American College Testing (ACT) Scores by Sub-test Area
Anchorage Seniors
1993-94 through 1997-98

	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			
Year	Number	Percent	English	Math	Composite	National Composite
1997-98	601	26%	22.5	23.9	23.6	21.0
1996-97	606	26%	21.8	23.6	23.1	21.0
1995-96	681	30%	22.0	22.7	23.1	20.9
1994-95	690	32%	21.9	22.4	22.8	20.8
1993-94	612	28%	21.8	21.9	22.6	20.8

Table 46

Anchorage School District
Average ACT Scores by Level of Academic Preparation
Anchorage - Nation
1997-98 School Year

Content Area	Group	Anchorage Number Tested	Anchorage Average	Nation Number Tested	Nation Average
English	Core or More*	376	23.5	606,406	21.5
	Less than Core	217	20.8	354,306	18.6
Math	Core or More*	376	25.6	606,406	22.0
	Less than Core	217	21.1	354,306	18.9
Reading	Core or More*	376	25.6	606,406	22.4
	Less than Core	217	22.1	354,306	19.7
Science	Core or More*	376	24.0	606,406	22.0
	Less than Core	217	21.6	354,306	19.6
Composite	Core or More*	376	24.8	606,406	22.1
	Less than Core	217	21.5	354,306	19.3

Notes:

* Core: English -- 4+ yrs; Mathematics -- 3+ yrs; Social Studies -- 3+ yrs; Natural Sciences -- 3+ yrs.

** 62 percent of Anchorage ACT test takers reported having completed an academic core.
60 percent of the national group of test takers reported having completed an academic core.

Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money have more to spend on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal resources and may affect health care. School programs that serve students in less affluent areas may have more barriers to overcome.

Discussion: Tables 47, 48, 49, and 50 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch prices. Information on free and reduced lunch is only collected and reported for grades K-8.

Average scores for students eligible for free lunch range from the 28th to the 47th percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 38th to the 62nd percentile. Average scores for students not eligible for free and reduced lunch range from the 60th to the 75th percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement forms a persistent and obvious pattern.

School profiles presented in a later section of the report show that some Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students which makes the process of education more difficult.

Tables 51 and 52 show the percentage of students eligible for free and reduced price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to over 90 percent in the least. Twenty-four of our elementary schools now have at least one child in three on free and reduced lunch and the proportion is more than one student in two in eleven schools. Enrollments in the schools with very high percentages of students receiving free and reduced price lunch increased in 1997-98 and one additional elementary school was added to the Title I program.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Even Start, Title I, and the District's own under-achieving schools initiative; the problem remains substantial. The differences in academic achievement for students and heavily impacted schools are notable and a continuing challenge.

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Table 47

CAT Total Reading Percentile Rank Scores by Lunch Eligibility Status Spring 1998

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	68	45	37
	Number Tested	2,522	255	833
4	Percentile	69	47	42
	Number Tested	2,761	224	800
5	Percentile	70	49	33
	Number Tested	2,575	228	652
6	Percentile	66	46	36
	Number Tested	2,659	211	704
7	Percentile	68	43	38
	Number Tested	2,818	175	540
8	Percentile	68	48	37
	Number Tested	2,596	140	507
	Number Tested			

Table 48

CAT Total Language Arts Percentile Rank Scores by Lunch Eligibility Status Spring 1998

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	60	38	28
	Number Tested	2,516	256	826
4	Percentile	68	52	40
	Number Tested	2,757	223	789
5	Percentile	75	62	45
	Number Tested	2,559	227	648
6	Percentile	70	53	42
	Number Tested	2,660	211	703
7	Percentile	66	44	34
	Number Tested	2,815	172	538
8	Percentile	63	43	31
	Number Tested	2,589	141	498

Table 49

CAT Total Mathematics Percentile Rank Scores
by Lunch Eligibility Status
Spring 1998

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	67	48	39
	Number Tested	2,523	254	840
4	Percentile	73	53	47
	Number Tested	2,765	224	800
5	Percentile	70	54	39
	Number Tested	2,560	227	644
6	Percentile	73	53	43
	Number Tested	2,658	210	706
7	Percentile	68	48	41
	Number Tested	2,804	176	540
8	Percentile	67	47	37
	Number Tested	2,597	140	504

Table 50

CAT Total Battery Percentile Rank Scores
by Lunch Eligibility Status
Spring 1998

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	65	41	32
	Number Tested	2,490	250	816
4	Percentile	70	49	41
	Number Tested	2,744	222	783
5	Percentile	74	55	37
	Number Tested	2,543	225	633
6	Percentile	70	49	38
	Number Tested	2,632	209	696
7	Percentile	67	42	34
	Number Tested	2,760	169	518
8	Percentile	67	45	32
	Number Tested	2,552	137	485

Table 51

Free and Reduced Price Lunch - Elementary School
End-of-Year 1998

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Mt. View[1]	412	399	96
Tyson, William[1]	380	349	91
Fairview[1,2]	416	358	86
Williwaw[1]	592	413	69
North Star[1,2]	480	330	68
Russian Jack[1]	403	277	68
Muldoon[1]	409	266	65
Wonder Park[1]	492	307	62
Kennedy[1]	232	141	60
Ptarmigan[1,3]	375	219	58
Willow Crest[3]	505	264	52
Government Hill[1]	375	194	51
Nunaka Valley	369	186	50
Ursa Major[1]	479	233	48
Airport Heights	343	152	44
Creekside Park	401	179	44
Taku[3]	414	174	42
Northwood	367	150	40
Orion	616	230	37
Chester Valley	339	117	34
Lake Otis	529	184	34
Denali	529	179	33
Tudor	556	186	33
Abbott Loop	532	172	32
Baxter	521	153	29
Aurora	530	150	28
Chinook	546	158	28
College Gate	493	141	28
Eagle River	392	106	27
Klatt	525	141	26
Campbell	521	129	24
Woods, Gladys	562	136	24
Turnagain	410	97	23
Susitna	637	141	22
Inlet View	260	55	21
Lake Hood	507	108	21
Spring Hill	612	134	21
Fire Lake	388	77	19
Chugiak Elementary	527	99	18
Kasuun	627	114	18
Rogers Park	596	92	15
Scenic Park	562	89	15
Birchwood ABC	357	46	12
Ocean View	409	46	11
Rabbit Creek	470	54	11
Sand Lake	599	71	11
Bowman	689	74	10
Kincaid	487	50	10
Bayshore	512	43	8
Girdwood	152	11	7
Homestead	498	39	7
Northern Lights ABC	444	31	6
Alpenglow	593	28	4
Chugach Optional	255	17	4
Polaris	254	12	4
O'Malley	541	23	4
Bear Valley	513	19	3
Aquarian	89	2	2
Huffman	507	15	2
Family Partnership	133	1	<1
Ravenwood	443	5	<1
TOTAL	27,706	8,366	30

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

Table 52

Free and Reduced Price Lunch - Middle Level
End-of-Year 1998

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Clark[1]	821	469	57
Benson/Search	101	40	39
Central	785	273	34
Denali (Montessori)	39	12	30
Romig[3]	713	181	25
Wendler	947	229	24
Hanshew	875	132	15
Mears	1,034	143	13
Mirror Lake	734	85	11
Girdwood	37	4	10
Goldenview	757	55	7
Gruening	600	46	7
Polaris	69	1	1
TOTAL	**7,512**	**1,670**	**22**

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who are more stable tend to do better than students who move. This assertion is born out through the examination of Tables 53, 54, 55, and 56, which compare CAT performance of students who are in their first or second year in Anchorage schools with those continuing students who are in their third or fourth year or have had five or more years with the District. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. It is also generally the case that those who have been in Anchorage schools five or more years do better than those who have been here for only three of four years.

Students who come to Anchorage are generally at or above the national average by the time they are tested in the spring of their first or second year. Average scores for all Anchorage students in Reading range from the 58th percentile to the 64th. New students scores range from the 45th to the 64th percentile.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who are more stable and have continued exposure to the Anchorage curriculum do well. Students who are in their third or fourth year generally do better than students in their first or second year, and students who have been here five or more years do best of all.

Discussion: Tables 53, 54, 55, and 56 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools. The tables do not examine the relationship between mobility within Anchorage and achievement. Bilingual students who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups has an impact on the Reading and Language Arts scores.

All of the third grade students who started with the District other than those who have been held back or were enrolled in Special Education Pre-School programs are in their third or fourth year. The third grade students who are in their fifth year are generally students who have been held back or they are Special Education students who have an Individual Education Plan which includes standardized testing. Most Special Education students who need academic support are excluded from standardized testing. These students are assessed with instruments appropriate to their level of development and their progress is tracked as part of the IEP process. With an emphasis on the inclusion of Special Education students in regular school activities, the number of Special Education students tested on norm referenced tests has been increasing across the District.*

There has been some increase in the scores of new-to-District students and continuing students over the past five years. This is now reflected in the higher scores of some incoming students relative to District students in elementary grades.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that we here in Anchorage may do it differently than it is done "outside," but we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us.

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*See Appendix A for a breakdown of the students tested by school.

Table 53

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Reading Spring 1998

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	61	63	37	61
	Number Tested	595	2,805	210	3,610
4	Percentile	63	60	64	63
	Number Tested	557	593	2,635	3,785
5	Percentile	64	57	63	62
	Number Tested	439	407	2,609	3,455
6	Percentile	58	60	60	60
	Number Tested	444	395	2,735	3,574
7	Percentile	62	60	65	64
	Number Tested	430	370	2,733	3,533
8	Percentile	56	60	66	64
	Number Tested	402	297	2,544	3,243
9	Percentile	58	54	61	60
	Number Tested	341	260	2,370	2,971
10	Percentile	57	63	65	64
	Number Tested	311	229	2,278	2,818
11	Percentile	45	49	61	58
	Number Tested	237	209	2,053	2,499

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 54

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Language Arts Spring 1998

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	52	54	29	52
	Number Tested	590	2,798	210	3,598
4	Percentile	62	61	63	63
	Number Tested	552	590	2,627	3,769
5	Percentile	71	67	71	70
	Number Tested	439	407	2,588	3,434
6	Percentile	63	67	65	65
	Number Tested	446	396	2,732	3,574
7	Percentile	60	54	63	62
	Number Tested	427	372	2,726	3,525
8	Percentile	53	56	60	59
	Number Tested	400	295	2,533	3,228
9	Percentile	56	52	60	59
	Number Tested	331	260	2,362	2,953
10	Percentile	53	61	58	58
	Number Tested	308	227	2,263	2,798
11	Percentile	48	49	54	53
	Number Tested	231	208	2,042	2,481

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 55

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Mathematics Spring 1998

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	58	63	44	61
	Number Tested	595	2,808	214	3,617
4	Percentile	64	66	68	67
	Number Tested	556	593	2,640	3,789
5	Percentile	63	61	66	65
	Number Tested	435	409	2,587	3,431
6	Percentile	65	65	68	67
	Number Tested	449	393	2,732	3,574
7	Percentile	61	60	66	65
	Number Tested	427	370	2,723	3,520
8	Percentile	56	60	65	63
	Number Tested	402	297	2,542	3,241
9	Percentile	65	62	69	68
	Number Tested	338	259	2,371	2,968
10	Percentile	61	67	67	67
	Number Tested	314	229	2,297	2,840
11	Percentile	55	58	66	64
	Number Tested	237	209	2,056	2,502

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 56

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Battery Spring 1998

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	57	61	35	59
	Number Tested	588	2,759	209	3,556
4	Percentile	64	63	66	65
	Number Tested	550	587	2,612	3,749
5	Percentile	68	63	70	69
	Number Tested	435	405	2,561	3,401
6	Percentile	62	64	65	65
	Number Tested	439	391	2,707	3,537
7	Percentile	62	59	66	65
	Number Tested	421	365	2,661	3,447
8	Percentile	57	61	66	64
	Number Tested	395	290	2,489	3,174
9	Percentile	63	58	67	65
	Number Tested	326	255	2,338	2,919
10	Percentile	60	66	67	66
	Number Tested	305	224	2,242	2,771
11	Percentile	50	53	63	61
	Number Tested	227	205	2,016	2,448

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. It goes beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may differ, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

Information on performance and mobility for 1997-98 is similar to that provided in past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics at all grade levels than do students who have remained in one District school during the year.

Discussion: Tables 57, 58, 59, and 60 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. In general, more than 10 percent of students at a given grade level have made at least one change of schools during the year.

Reading scores range from the 39th to the 53rd percentile for students who move. Scores for students who stay in the same program for the year range from the 60th to the 67th percentile. In every case, "stable" students have higher scores and the gap is ten or more percentile points for each grade level.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

The mobility of Anchorage students is one element which makes educating students more difficult. While there are many factors beyond making a change of teachers and schools which may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there is high mobility face a more difficult job than schools where students are stable.

Table 57

Relationship of Total Reading Performance to Transience During School Year Spring 1998

Grade Level	Information	Transient	Not Transient	Total
3	Percentile	53	62	61
	Number Tested	382	3,228	3,610
4	Percentile	51	64	63
	Number Tested	381	3,404	3,785
5	Percentile	45	64	62
	Number Tested	294	3,161	3,455
6	Percentile	45	62	60
	Number Tested	365	3,209	3,574
7	Percentile	48	65	64
	Number Tested	332	3,201	3,533
8	Percentile	48	66	64
	Number Tested	345	2,898	3,243
9	Percentile	39	62	60
	Number Tested	317	2,654	2,971
10	Percentile	41	67	64
	Number Tested	281	2,537	2,818
11	Percentile	44	60	58
	Number Tested	270	2,229	2,499

Table 58

Relationship of Total Language Arts Performance to Transience During School Year

Spring 1998

Grade Level	Information	Transient	Not Transient	Total
3	Percentile	39	53	52
	Number Tested	379	3,219	3,598
4	Percentile	49	64	63
	Number Tested	378	3,391	3,769
5	Percentile	56	72	70
	Number Tested	290	3,144	3,434
6	Percentile	51	66	65
	Number Tested	367	3,207	3,574
7	Percentile	43	64	62
	Number Tested	327	3,198	3,525
8	Percentile	41	61	59
	Number Tested	342	2,886	3,228
9	Percentile	37	61	59
	Number Tested	303	2,650	2,953
10	Percentile	33	61	58
	Number Tested	269	2,529	2,798
11	Percentile	39	55	53
	Number Tested	261	2,220	2,481

Table 59

Relationship of Total Mathematics Performance to Transience During School Year
Spring 1998

Grade Level	Information	Transient	Not Transient	Total
3	Percentile	49	62	61
	Number Tested	383	3,234	3,617
4	Percentile	54	68	67
	Number Tested	384	3,405	3,789
5	Percentile	47	67	65
	Number Tested	286	3,145	3,431
6	Percentile	52	69	67
	Number Tested	370	3,204	3,574
7	Percentile	48	67	65
	Number Tested	330	3,190	3,520
8	Percentile	42	65	63
	Number Tested	345	2,896	3,241
9	Percentile	46	71	68
	Number Tested	310	2,658	2,968
10	Percentile	40	69	67
	Number Tested	285	2,555	2,840
11	Percentile	46	66	64
	Number Tested	270	2,232	2,502

Table 60

Relationship of Total Battery Performance to Transience During School Year
Spring 1998

Grade Level	Information	Transient	Not Transient	Total
3	Percentile	47	60	59
	Number Tested	374	3,182	3,556
4	Percentile	51	66	65
	Number Tested	372	3,377	3,749
5	Percentile	50	70	69
	Number Tested	282	3,119	3,401
6	Percentile	49	67	65
	Number Tested	362	3,175	3,537
7	Percentile	46	67	65
	Number Tested	313	3,134	3,447
8	Percentile	43	66	64
	Number Tested	330	2,844	3,174
9	Percentile	42	68	65
	Number Tested	294	2,625	2,919
10	Percentile	37	68	66
	Number Tested	260	2,511	2,771
11	Percentile	44	63	61
	Number Tested	249	2,199	2,448

Question: How do grades and credits relate to secondary school performance in 1997-98?

Answer: Students in Anchorage are generally graded on a four point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades are the means by which teachers "pay" students for their work. Grades may be given to encourage as well as reward and may reflect effort and attitude as well as the quality of the work produced.

Students who are in Advanced Placement courses are given more credit for grades than students in other classes. For a AP student, a grade of "A" is given a 5.0 rather than 4.0; a grade of "C" is given a 3.0 rather than 2.0. Additional credit is given based on the expectation that grades are harder to earn in AP courses because of the more rigorous curriculum. AP courses are included in the grade point averages reported throughout this document.

Anchorage high school grades are consistent with the above average basic skills performance measured on the CAT. The average grades for 10,897 students who had one or more marks assigned during 1997-98 was 2.55 or "B-." About 47.5 percent of the grades given were marks of "A" or "B."

Anchorage high school students attempted an average of 5.72 credits and earned an average of 5.08 credits. The average number of credits earned was 5.25 for grade 9 students, 5.14 for grade 10 students, 5.11 for grade 11 students, and 4.75 for grade 12 students. An Anchorage student requires 21 credits for graduation. An Anchorage student graduating in 2,000 requires 24 credits for graduation.

Examination of Tables 61 and 62 shows that there was a slight increase in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with more than 22 percent of the grades reflecting "D" or "F" performance: Language Arts, 25 percent; Mathematics 32 percent; Science 27 percent; and Social Studies, 26 percent. Just over 11 percent of the grades earned are "Fs." There were more than 7,132 grades of "D" and 6,958 grades of "F" received last year.

The Graduation Support Service Program was initiated during the 1996-97 school year. It is a program which allows students to make up credits. In addition, a summer program organized in the same manner as G.S.S. was initiated during the summer of 1997. Both programs continued during the 1998-99 school year. More than 1,000 students made use of the service to make up required course work to prevent falling behind in their regular school program.

Tables 61, 62, 63, and 64 show that most students are fully enrolled and moving forward. The overall mean grade point average of 2.7 reflects that grades are generally higher in middle level than high school. However, the rigor of the curriculum and the high expectations of teachers are reflected in rate of "D" and "F" grades.

The negative relation between poor attendance and grades remains strong with a correlation above .5. While many factors affect both grades and attendance, they are strongly linked. Those students who miss school regularly tend to earn lower grades.

Discussion: Tables 61, 62, 63, and 64 present the grades, credits attempted, credits earned, grade point average, average absences and the correlation between grade point average and attendance for the 10,897 students who were issued report cards in 1997-98. The data is drawn from the District Student Management System which contains transcript information for all secondary students. Averages and standard deviations of average scores are presented to provide a sense of the range of scores. Two-thirds of the scores are within one standard deviation above or below the average.

The majority of students do, of course, earn enough credits to graduate in four years. Students who fail courses have opportunities to retake the classes and to gain the credits necessary to graduate. The opportunity to complete the credits needed has increased along with the need to complete more credits. Students can now make-up credits through summer school, extended day courses in their home schools after regular school hours, and non-district alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 63 shows a strong secondary program with most students making adequate progress toward graduation though the average of 5.08 credits earned is not quite sufficient to produce the 21 credits needed for graduation for all students. Table 64 supports these averages by showing the number and percentage of various letter grades earned during the year. From 11 to 15.5 percent of the grades earned are "F" with over 1,400 students earning failing grades in Language Arts and 1,300 having failures in Mathematics. While there are twice as many earning grades of "A" or "B" than "D" or "F", the pattern of more than 20 percent of our secondary students earning grades of "D" or "F" has remained consistent over the years. Students who earn such grades are not meeting the standards set by their teachers and are not demonstrating the level of performance needed for success beyond high school.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. Keeping students present and interested continues to be one of the features of a successful program.

It is important that we consider the experience of students who are failing and what must be done to help and encourage them to do what they must be able to do for academic success. We will continue to monitor the academic success of Anchorage secondary students as more rigorous course work is required in secondary courses and as graduation requirements including the new Alaska High School Qualifying Exam begin to affect grades and graduation.

Table 61

Middle School Student
Class and GPA Analysis
by Grade
Spring 1998

Data Type	7	8	7-8
Number of Students	3,550	3,228	6,778
Average Courses Attempted	6.93	6.90	6.91
Average Courses Earned	6.26	6.30	6.28
Mean Grade Point Average	2.69	2.73	2.71
Average Absences per Course	5.85	5.91	5.88
Absence - GPA Correlation	-0.4771	-0.4160	-0.4485

Table 62

Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 7 - 8
Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,283.25	28.00%	27.15%	20.37%	12.41%	11.99%
Mathematics	6,734.25	21.85%	27.94%	22.86%	14.15%	13.21%
Science	6,669.50	24.29%	27.08%	23.26%	13.67%	11.70%
Social Studies	6,618.00	31.73%	26.36%	20.09%	11.35%	10.47%
All Courses	46,863.25	36.75%	25.73%	18.33%	10.05%	9.14%

*Includes "F," "WF," and "I."

Table 63

High School Student Credit and GPA Analysis by Grade Spring 1998

Date Type	9	10	11	12	9-12
Number of Students	3,021	2,960	2,705	2,211	10,897
Average Credits Attempted	5.93	5.94	5.70	5.16	5.72
Average Credits Earned	5.25	5.14	5.11	4.75	5.08
Mean Grade Point Average	2.52	2.40	2.58	2.75	2.55
Average Absences per Course	5.33	5.94	6.43	7.26	6.16
Absence - GPA Correlation	-0.5907	-0.5960	-0.5573	-0.5076	-0.5457

Table 64

Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,450.00	27.41%	27.06%	20.68%	12.15%	12.59%
Mathematics	8,953.75	18.04%	24.10%	25.79%	16.52%	15.54%
Science	8,610.25	20.99%	27.20%	24.74%	15.03%	12.04%
Social Studies	10,015.75	28.34%	25.19%	20.94%	12.93%	12.59%
All Courses	62,344.00	32.46%	25.13%	19.81%	11.44%	11.16%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 1997-98?

Answer: More students were attending Anchorage schools than ever before. Ninety-three percent of the students were in school on the average school day of 1997-98. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 65 shows that overall attendance in Anchorage was good with an overall average of 93.4 percent during the 1997-98 school year. Attendance in Anchorage schools has been about 94 percent for the past several years. Overall level of attendance is not a major problem area. While this is a good attendance rate, it means there are between 2,500 and 3,000 students missing on the average school day.

Table 65

Anchorage School District
Five Year History of District Wide Attendance
1993-94 through 1997-98

School Year	Average Daily Membership	Average Daily Attendance	Percent Attendance
1997-98	45,053.6	48,220.3	93.4%
1996-97	47,500.7	44,537.9	93.8%
1995-96	47,046.9	44,133.5	93.8%
1994-95	46,881.6	44,235.3	94.4%
1993-94	46,712.1	43,934.6	94.1%

Question: How many students dropped out of the Anchorage School District last year?

Answer: It is difficult to accurately assess the true number of dropouts because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year. If a student leaves and we have no evidence of enrollment in another school, we consider the student to be a dropout.

Analysis of the enrollment pattern of the group of students who entered ninth grade in 1993-94 and should have graduated with the class of 1998 indicates that about 15 percent of the students may have dropped out of school over their expected four year high school career. Another 12 percent left over the summer. In all, 63.5 percent of the students who started as freshmen in 1994-95 completed 12th grade in Anchorage.

Analysis of District records show that from 3.0 percent to 3.2 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 1997-98 was 2.98 percent, which shows a slight drop from last year. The most recent national information placed the annual event dropout rate for students in grades 10-12 at about 5.7 percent (Condition of Education 1997, Indicator 7, p. 215).

Dropout patterns varied by racial-ethnic group. American Native students were more likely to drop out than were students from other backgrounds. The next most likely group to drop out was Hispanic students. White students were the least likely to drop out though in absolute numbers the 848 White dropouts account for more than half of the 1,569 school year dropouts. The drop out rates declined slightly for all minorities in 1997-98. The White dropout rate remained the same at 2.44%.

Examination of the four year transfer pattern suggests that the true drop out rate over the four years of high school is somewhere between the 15 percent of students declared to be dropouts and the 27 percent identified as dropouts or summer leavers.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 54 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1993-94 and 1997-98. The table shows that the number of students leaving is a small percentage of the Anchorage student body ranging from a low of 2.98 percent (1,569 students) in 1997-98 to a high of 3.17 percent in 1995-96. About 1,600 students have left school as dropouts in each of the past three years.

Table 66 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian and Hispanic groups show a pattern of increased numbers of dropouts over the past five years. The drop-out rate for all minorities declined from 1996-97 to 1997-98 while the rate for Whites remained the same.

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they are moving. Table 67 presents information on those students who entered high school as freshmen in September 1993 and who, with normal matriculation, would have graduated with the class of 1997-98.

There were 3,251 students who entered the freshmen class in September 1994. Of those 2,064, or 63.5 percent of the group, completed their senior year in Anchorage in 1997-98. There were 493, or 14 percent, who were shown on the school records as dropouts. Another 290, or 8.9 percent, indicated that they were transferring out of the Anchorage School District. Three students died and six students were suspended from school and did not return. Three hundred ninety-seven (397) students left during the summer and did not indicate their intentions. Some of the 397 summer leavers may have been dropouts who finished a school year but decided not to return to the Anchorage School District or any other educational program the next year. Others may have enrolled in programs elsewhere. The 397 students who left over the summer corresponded to 12 percent of the class of 1997-98.

Tables 68 and 69 also examine the holding pattern of the District through high school. Table 56 reviews the class entering ninth grade in 1994 as to its mobility pattern for each year of high school. Table 69 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering ninth grade classes in 1990, 1991, 1992, 1993, and 1994.

The data in Table 68, the grade level review of the entering high school class in 1993, demonstrate an increasing tendency to drop out with increased grade level (1.7 percent dropped out during grade 9, 3.2 percent during grade 10, 5.6 percent during grade 11, and 8.7 percent during grade 12) coupled with a decreasing likelihood to transfer from the District with increased grade level (4.0 percent transferred in grade 9, 2.7 percent in grade 10, 1.8 percent in grade 11, and 1.5 percent in grade 12).

The tendency to "disappear" over the summer declined with grade level (5.5 percent leaving between grades 9 and 10, 4.4 percent leaving between grades 10 and 11, and 3.6 percent leaving between grades 11 and 12). The summer leaving pattern is closer to the transfer pattern than to the dropout pattern, suggesting, though not proving, that a large number of the summer leavers are in fact transfers who did not report their move out of Anchorage.

The five-year history provided in Table 69 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down in the range of 13 to 15 percent. Similarly, summer leaving was in the range of 12 to 13 percent. From 9 to 10 percent of each entering high school class transferred out of the District.

The dropout rates in Anchorage have not changed dramatically over the years. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school represents a total breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools. It is important to continue monitoring our level of dropouts and summer leavers as more rigorous District and State standards take effect.

Table 66

Anchorage School District
School Year Dropouts
1993-94 to 1997-98

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
1997-98						
Enrollment	6,421	4,159	4,634	2,654	34,752	52,620
Final Dropouts	362	106	157	96	848	1,569
Percent Dropouts	5.64%	2.55%	3.39%	3.62%	2.44%	2.98%
1996-97						
Enrollment	6,143	3,844	4,599	2,511	34,638	51,735
Final Dropouts	374	114	165	95	846	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	3.08%
1995-96						
Enrollment	5,877	3,622	4,456	2,340	35,200	51,495
Final Dropouts	475	106	157	94	899	1,631
Percent Dropouts	6.38%	2.93%	3.52%	4.02%	2.55%	3.17%
1994-95						
Enrollment	5,733	3,404	4,577	2,133	35,608	51,475
Final Dropouts	366	95	185	79	890	1,615
Percent Dropouts	6.36%	2.79%	4.04%	3.70%	2.50%	3.14%
1993-94						
Enrollment	5,414	3,216	4,596	1,998	35,797	51,021
Final Dropouts	384	70	162	81	841	1,538
Percent Dropouts	7.09%	2.18%	3.52%	4.05%	2.35%	3.01%

Table 67

Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1994-95 School Year
Ethnic Group Patterns

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Beginning of Ninth Grade Membership*	305 100.0%	184 100.0%	304 100.0%	101 100.0%	2,357 100.0%	3,251 100.0%
Completed/ Early Graduate or still enrolled 6/96	145 47.5%	127 69.0%	162 53.3%	57 56.4%	1,573 66.7%	2,064 63.5%
Transfer Out of ASD	42 13.8%	12 6.5%	42 13.8%	6 5.9%	188 8.0%	290 8.9%
Death of Student	0 0.0%	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 <0.1%
Suspensions	0 0.0%	0 0.0%	1 0.3%	0 0.0%	5 0.2%	6 0.2%
Drop Out	86 28.2%	27 14.7%	53 17.4%	21 20.8%	306 13.0%	493 15.2%
Summer Leavers from Ninth Grade Cohort	32 10.5%	18 9.8%	46 15.1%	16 15.8%	285 12.1%	397 12.2%

* Students enrolled on 9/30/94 were considered in school at the "Beginning of the Year."

Table 68

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1994-95 School Year
Grade Level Patterns

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Ninth Grade Membership	3,251 100.0%	2,886 100.0%	2,587 100.0%	2,292 100.0%	3,251 100.0%
Completed/ Early Graduate	0 0.0%	0 0.0%	11 0.4%	2,053 89.6%	2,064 63.5%
Transfer Out of ASD	131 4.0%	79 2.7%	46 1.8%	34 1.5%	290 8.9%
Death of Student	0 0.0%	1 <0.1%	0 0.0%	0 0.0%	1 <0.1%
Suspension	0 0.0%	0 0.0%	1 <0.1%	5 0.2%	6 0.2%
Drop Out	56 1.7%	93 3.2%	144 5.6%	200 8.7%	493 15.2%
Summer Leaver	178 5.5%	126 4.4%	93 3.6%	0 0.0%	397 12.2%
Continued Enrollment	2,886 88.8%	2,587 89.6%	2,292 88.6%	NA NA	NA NA

*Students enrolled on 9/30/94 were considered in school at the "Beginning of Year."

**Information on students continuing beyond four years was not available at the time of this report.

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Table 69

Anchorage School District
Four-Year Transfer Pattern of Students in Grade 9 at Beginning of 1990-1991 through the 1994-95 School Year
Five-Year History

Class of:	**1991**	**1992**	**1993**	**1994**	**1995**
Beginning of Ninth Grade Cohort Membership*	2,731 100.0%	2,975 100.0%	3,156 100.0%	3,216 100.0%	3,251 100.0%
Completed/ Early Graduate/ or Still Enrolled in June	1,716 62.8%	1,845 62.0%	1,949 61.8%	2,039 63.4%	2,064 63.5%
Transfer Out of ASD	285 10.4%	293 9.8%	294 9.3%	300 9.3%	290 8.9%
Death of Student	3 0.1%	3 0.1%	3 0.1%	3 0.1%	1 <0.1%
Suspensions	1 <0.1%	3 0.1%	4 0.1%	6 0.2%	6 0.2%
Drop Out	356 13.0%	447 15.0%	499 15.8%	450 14.0%	493 15.2%
Summer Leaver	370 13.5%	384 12.9%	407 12.9%	418 13.0%	397 12.2%

*Students enrolled on 9/30 were considered in school at the "Beginning of Year."

Question: Do the performance patterns of the various ethnic-racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since two-thirds of Anchorage students are White, this group dominates the statistical average. There are substantial differences among the various ethnic groups with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 70 to 78), Asian/Pacific Islander (Tables 79 to 87), Black (Tables 88 to 96), Hispanic (Tables 97 to 105), and White (Tables 106 to 114) ethnic racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 3 through 11. There is then a summary of ITBS/TAP Reading, Language Arts, and Math scores from 1992-93 through 1994-95 in grades 4, 6, 8, and 11 and CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for 1995-96 and 1996-97 in grades 3 through 11.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of secondary credits and grade point averages, a breakdown of secondary grades by subject area, and annual counts of school year dropouts from 1991-92 through 1995-96.

The tables show that there is a substantial disparity among the groups on both academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Average credit attainment for minority secondary students is below the 5.25 annual average needed to reach the 21 credits required for high school graduation.

A higher number of minority students earn grades of "D" and "F." More than 20 percent of the grades earned by Black students in Language Arts, Math, Science, or Social Studies are "F." And, dropout rates are notably higher than the District average for Hispanic, American Native, and Black students.

There continues to be a substantial disparity among ethnic groups. Achievement differences are consistent across grades, credits, and test scores. A high proportion of minority students, better than 40 percent of elementary students, qualify for free or reduced price lunch based on family income.

Ethnicity is not the cause of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern and causes of differences deserve further exploration. The disparity in scores among Anchorage students and schools suggest that the effort must continue to help all children achieve academic success.

Table 70

Anchorage School District
American Native
Total Reading CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	433	38
4	394	39
5	380	37
6	392	38
7	398	45
8	316	42
9	268	44
10	205	43
11	177	46

Table 71

Anchorage School District
American Native
Total Language Arts CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	430	29
4	392	42
5	379	48
6	392	43
7	394	39
8	314	37
9	258	41
10	201	37
11	174	41

Table 72

Anchorage School District
American Native
Total Mathematics CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	436	42
4	396	50
5	376	44
6	395	50
7	396	50
8	318	46
9	266	54
10	206	50
11	175	51

Table 73

Anchorage School District
American Native
Total Battery CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	424	33
4	388	41
5	371	41
6	389	41
7	380	41
8	307	39
9	257	46
10	199	42
11	169	44

Table 74

Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
ITBS and TAP 1993-94 to 1994-95
CAT 1995-96 to 1997-98

Gr.	Area	97-98		96-97		95-96		94-95		93-94	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	433	38	384	40	383	41				
3	Language Arts	430	29	380	31	383	30				
3	Mathematics	436	42	382	46	384	46				
3	Total Battery	424	33	375	36	378	38				
4	Reading	394	39	381	41	385	43	381	38	359	31
4	Language Arts	392	42	384	42	392	33	371	39	348	35
4	Mathematics	396	50	382	49	396	44	382	46	354	41
4	Total Battery	388	41	375	41	373	39				
5	Reading	380	37	389	37	384	43				
5	Language Arts	379	48	393	45	384	49				
5	Mathematics	376	44	393	46	384	45				
5	Total Battery	371	41	387	41	375	46				
6	Reading	392	38	391	44	346	38	326	41	310	37
6	Language Arts	392	43	391	47	347	40	313	43	307	37
6	Mathematics	395	50	392	54	342	50	321	45	310	42
6	Total Battery	389	41	389	47	341	40				
7	Reading	398	45	341	37	312	46				
7	Language Arts	394	39	349	35	313	38				
7	Mathematics	396	50	353	47	312	49				
7	Total Battery	380	41	336	36	304	44				
8	Reading	316	42	284	42	282	44	253	45	242	38
8	Language Arts	314	37	285	42	282	39	251	50	228	44
8	Mathematics	318	46	280	45	280	49	246	48	249	40
8	Total Battery	307	39	272	40	272	44				
9	Reading	268	44	254	38	244	42				
9	Language Arts	258	41	254	39	263	40				
9	Mathematics	266	54	253	49	265	52				
9	Total Battery	257	46	250	42	243	45				
10	Reading	205	43	226	50	168	45				
10	Language Arts	201	37	228	42	190	39				
10	Mathematics	206	50	228	56	191	49				
10	Total Battery	199	42	225	50	163	45				
11	Reading	177	46	164	43	160	42	149	48	134	48
11	Language Arts	174	41	162	35	181	36				
11	Mathematics	175	51	164	45	182	46	151	45	136	43
11	Total Battery	169	44	161	40	157	40				

Table 75

Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 1998
(continued)

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	4,527	2,260	49.9%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 76

American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 1998

Data Type	9	10	11	12	9-12
Number of Students	280	231	191	149	851
Average Credits Attempted	5.87	5.90	5.52	5.10	5.66
Average Credits Earned	4.59	4.43	4.53	4.39	4.50
Mean Grade Point Average	2.02	1.94	2.21	2.46	2.12
Average Absences per Course	7.57	8.07	7.60	7.87	7.77
Absence - GPA Correlation	-0.6570	-0.7110	-0.6352	-0.6383	-0.6555

Table 77

American Native
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	888.00	17.00%	21.62%	20.75%	15.91%	24.72%
Mathematics	668.00	10.85%	22.90%	24.29%	17.51%	24.44%
Science	644.00	12.11%	21.31%	25.62%	18.01%	22.94%
Social Studies	762.25	15.02%	21.74%	21.61%	15.64%	25.98%
All Courses	4,819.50	22.33%	22.89%	20.30%	13.99%	20.60%

*Includes "F," "WF," and "I."

Table 78

Anchorage School District
American Native
School Year Dropouts
1993-94 to 1997-98

Year	Enrollment	Final Dropouts	Percent Dropouts
1997-98	6,421	362	5.64%
1996-97	6,143	374	6.09%
1995-96	5,877	375	6.38%
1994-95	5,733	366	6.36%
1993-94	5,414	384	7.09%

Table 79

Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	306	49
4	302	50
5	272	51
6	284	45
7	285	47
8	278	47
9	255	39
10	299	46
11	209	35

Table 80

Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	308	49
4	301	60
5	272	70
6	285	60
7	285	53
8	277	51
9	255	49
10	230	48
11	207	41

Table 81

Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	308	60
4	302	67
5	271	67
6	286	65
7	283	56
8	278	59
9	254	65
10	234	65
11	210	60

Table 82

Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	303	51
4	300	59
5	270	65
6	282	56
7	282	52
8	276	52
9	251	52
10	227	54
11	207	46

10.

Table 83
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95
CAT 1995-96 to 1997-98

Gr.	Area	97-98		96-97		95-96		94-95		93-94	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	306	49	275	53	262	56				
3	Language Arts	308	49	274	52	262	51				
3	Mathematics	308	60	272	60	261	64				
3	Total Battery	303	51	272	55	260	58				
4	Reading	302	50	268	57	245	50	223	48	216	43
4	Language Arts	301	60	266	63	241	53	224	59	214	54
4	Mathematics	302	67	268	71	242	59	223	63	215	57
4	Total Battery	300	59	266	64	238	54				
5	Reading	272	51	257	45	247	46				
5	Language Arts	272	70	258	61	247	61				
5	Mathematics	271	67	257	58	247	61				
5	Total Battery	270	65	256	56	247	57				
6	Reading	384	45	262	46	245	48	219	47	200	54
6	Language Arts	285	60	261	62	247	58	217	55	201	61
6	Mathematics	286	65	262	66	243	64	222	59	203	65
6	Total Battery	282	56	260	58	242	57				
7	Reading	285	47	256	46	223	48				
7	Language Arts	285	51	253	52	221	50				
7	Mathematics	283	59	255	61	22	62				
7	Total Battery	282	52	251	52	218	54				
8	Reading	278	47	242	46	226	51	228	49	165	49
8	Language Arts	277	51	242	49	226	51	229	60	168	59
8	Mathematics	278	59	243	59	225	64	229	58	169	59
8	Total Battery	276	52	242	52	225	57				
9	Reading	255	39	217	46	184	43				
9	Language Arts	255	49	217	53	217	49				
9	Mathematics	254	65	218	68	216	67				
9	Total Battery	251	52	217	58	182	54				
10	Reading	299	46	217	45	140	45				
10	Language Arts	230	48	218	49	171	46				
10	Mathematics	234	65	218	66	173	62				
10	Total Battery	227	54	217	55	139	50				
11	Reading	209	35	162	33	148	38	167	42	162	45
11	Language Arts	207	41	163	39	188	42				
11	Mathematics	210	60	164	60	193	61	173	58	162	57
11	Total Battery	207	46	162	43	145	47				

Table 84

Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 1998

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	2,824	1,088	38.5%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 85

Anchorage School District
Asian/Pacific Islander
Secondary Students Credit and GPA Analysis by Grade
Spring 1998

Data Type	9	10	11	12	9-12
Number of Students	269	256	234	169	928
Average Credits Attempted	6.00	5.94	5.77	5.23	5.79
Average Credits Earned	5.39	5.21	5.10	4.68	5.14
Mean Grade Point Average	2.75	2.58	2.67	2.62	2.66
Average Absences per Course	4.32	4.86	5.90	7.32	5.41
Absence - GPA Correlation	-0.7251	-0.6539	-0.6480	-0.6179	-0.6530

Table 86

Asian/Pacific Islanders
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	993.75	34.72%	26.42%	15.75%	10.75%	12.55%
Mathematics	809.00	22.37%	23.36%	25.00%	13.84%	15.42%
Science	756.75	25.57%	27.45%	21.28%	13.78%	11.93%
Social Studies	845.75	35.56%	24.21%	17.09%	10.79%	12.35%
All Courses	5,368.50	37.54%	24.27%	16.99%	10.04%	11.16%

*Includes "F," "WF," and "I."

Table 87

Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1993-94 to 1997-98

Year	Enrollment	Final Dropouts	Percent Dropouts
1997-98	4,159	106	2.55%
1996-97	3,844	114	2.97%
1995-96	3,622	106	2.93%
1994-95	3,404	95	2.79%
1993-94	3,216	70	2.18%

Table 88

Anchorage School District
Black
Total Reading CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	317	40
4	343	43
5	295	34
6	293	40
7	268	39
8	280	41
9	218	33
10	242	37
11	222	33

Table 89

Anchorage School District
Black
Total Language Arts CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	315	35
4	336	45
5	289	45
6	292	48
7	267	39
8	277	36
9	219	33
10	243	34
11	223	32

Table 90

Anchorage School District
Black
Total Mathematics CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	316	39
4	344	49
5	294	38
6	293	46
7	265	40
8	277	38
9	219	42
10	248	41
11	228	34

Table 91

Anchorage School District
Black
Total Battery CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	311	35
4	336	44
5	289	38
6	290	43
7	260	36
8	272	36
9	214	35
10	238	35
11	217	30

Table 92

Anchorage School District
Black
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95 and CAT 1995-96 to 1997-98

Gr.	Area	97-98		96-97		95-96		94-95		93-94	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	317	40	339	42	300	41				
3	Language Arts	315	35	337	36	303	32				
3	Mathematics	316	39	341	42	303	41				
3	Total Battery	311	35	330	37	300	37				
4	Reading	343	43	288	45	280	46	266	33	324	33
4	Language Arts	336	45	292	43	284	38	257	36	318	34
4	Mathematics	344	49	292	48	290	42	264	36	319	36
4	Total Battery	336	44	288	44	275	41				
5	Reading	295	34	304	36	273	37				
5	Language Arts	289	45	305	49	274	45				
5	Mathematics	294	38	303	40	271	37				
5	Total Battery	289	38	302	41	268	39				
6	Reading	293	40	274	38	298	40	263	35	302	41
6	Language Arts	292	48	272	43	299	43	255	37	298	41
6	Mathematics	293	46	273	41	300	45	262	36	297	41
6	Total Battery	290	43	270	38	295	41				
7	Reading	268	39	302	40	262	40				
7	Language Arts	267	39	302	38	266	33				
7	Mathematics	265	40	304	43	259	39				
7	Total Battery	260	36	297	38	254	37				
8	Reading	280	41	243	37	278	47	270	36	239	33
8	Language Arts	277	36	243	35	276	39	266	43	230	39
8	Mathematics	277	38	239	35	274	43	265	34	237	30
8	Total Battery	272	36	239	34	270	43				
9	Reading	218	33	259	37	235	37				
9	Language Arts	219	33	261	35	261	37				
9	Mathematics	219	42	260	42	263	46				
9	Total Battery	214	35	255	37	234	39				
10	Reading	242	37	261	36	214	37				
10	Language Arts	243	34	264	32	230	27				
10	Mathematics	248	41	264	37	228	34				
10	Total Battery	238	35	259	33	210	31				
11	Reading	222	33	182	30	176	36	168	40	162	37
11	Language Arts	223	32	186	26	190	36				
11	Mathematics	228	34	186	33	188	38	170	36	164	33
11	Total Battery	217	30	182	27	173	35				

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Table 93

Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 1998

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	3,242	1,662	51.3%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 94

Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 1998

Data Type	9	10	11	12	9-12
Number of Students	221	248	225	178	872
Average Credits Attempted	5.90	5.96	5.69	5.21	5.72
Average Credits Earned	4.68	4.91	4.73	4.50	4.72
Mean Grade Point Average	1.95	2.04	2.15	2.25	2.09
Average Absences per Course	6.00	6.02	6.77	7.20	6.45
Absence - GPA Correlation	-0.6248	-0.6322	-0.5797	-0.6051	-0.5954

Table 95

Black Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	925.25	16.10%	23.10%	24.89%	17.37%	18.54%
Mathematics	715.00	6.08%	16.89%	28.50%	22.83%	25.70%
Science	648.00	5.67%	18.60%	29.63%	24.00%	22.11%
Social Studies	784.75	14.02%	20.68%	28.03%	18.32%	18.95%
All Courses	4,987.25	19.48%	22.10%	24.45%	16.54%	17.42%

*Includes "F," "WF," and "I."

Table 96

Anchorage School District
Black
School Year Dropouts
1993-94 to 1997-98

Year	Enrollment	Final Dropouts	Percent Dropouts
1997-98	4,634	157	3.39%
1996-97	4,599	165	3.59%
1995-96	4,456	157	3.52%
1994-95	4,577	185	4.04%
1993-94	4,596	162	3.52%

Table 97

Anchorage School District
Hispanic
Total Reading CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	190	45
4	178	49
5	146	46
6	143	44
7	152	53
8	159	46
9	106	42
10	131	49
11	102	37

Table 98

Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	189	39
4	177	47
5	145	57
6	144	52
7	150	45
8	158	42
9	105	43
10	130	45
11	101	34

Table 99

Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	189	48
4	178	51
5	144	49
6	142	53
7	150	48
8	162	47
9	106	51
10	132	50
11	103	45

Table 100

Anchorage School District
Hispanic
Total Battery CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	185	41
4	177	48
5	144	51
6	141	48
7	148	47
8	157	44
9	105	46
10	129	48
11	100	37

Table 101

Anchorage School District
Hispanic
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1992-93 to 1994-95
CAT 1995-96 to 1997-98

Gr.	Area	97-98		96-97		95-96		94-95		93-94	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	190	45	176	47						
3	Language Arts	189	39	174	40						
3	Mathematics	189	48	173	52						
3	Total Battery	185	41	171	44						
4	Reading	178	49	142	41	135	45	136	44	134	41
4	Language Arts	177	47	142	52	132	36	134	41	1265	45
4	Mathematics	178	51	142	48	133	39	135	47	134	49
4	Total Battery	177	48	140	47	132	39				
5	Reading	146	46	146	50	150	45				
5	Language Arts	145	57	146	52	150	51				
5	Mathematics	144	49	147	54	151	47				
5	Total Battery	144	51	146	51	149	48				
6	Reading	143	44	148	47	138	43	108	46	130	38
6	Language Arts	144	52	148	44	138	49	108	47	132	39
6	Mathematics	142	53	148	49	139	50	111	44	131	40
6	Total Battery	141	48	148	45	137	46				
7	Reading	152	53	151	46	122	43				
7	Language Arts	150	45	149	44	123	41				
7	Mathematics	150	48	150	47	124	46				
7	Total Battery	148	47	146	45	121	42				
8	Reading	159	46	118	44	130	43	115	44	85	39
8	Language Arts	158	42	117	46	130	39	112	45	82	43
8	Mathematics	162	47	117	51	130	42	113	41	87	37
8	Total Battery	157	44	115	48	127	41				
9	Reading	106	42	130	40	92	37				
9	Language Arts	105	43	131	34	111	36				
9	Mathematics	106	51	131	42	111	46				
9	Total Battery	105	46	130	38	91	39				
10	Reading	131	49	109	32	72	40				
10	Language Arts	130	45	109	31	81	35				
10	Mathematics	132	50	109	38	82	44				
10	Total Battery	129	48	109	31	70	39				
11	Reading	102	37	71	32	70	42	92	42	72	42
11	Language Arts	101	34	73	31	77	39				
11	Mathematics	103	45	73	38	80	44	92	35	70	35
11	Total Battery	100	37	71	31	70	41				

Table 102

Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 1998

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	1,899	931	49.0%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 103

Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 1998

Data Type	9	10	11	12	9-12
Number of Students	116	144	115	75	450
Average Credits Attempted	5.91	5.96	5.67	5.18	5.74
Average Credits Earned	4.97	4.72	4.93	4.55	4.81
Mean Grade Point Average	2.18	2.07	2.36	2.45	2.24
Average Absences per Course	6.43	6.68	6.30	7.89	6.72
Absence - GPA Correlation	-0.6533	-0.6257	-0.6067	-0.6561	-0.6156

Table 104

Hispanic Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	507.25	22.82%	21.69%	26.22%	12.96%	16.32%
Mathematics	374.75	10.81%	19.48%	26.15%	20.28%	23.29%
Science	342.75	11.09%	20.13%	27.43%	20.13%	21.23%
Social Studies	407.75	18.64%	23.61%	24.10%	18.27%	15.39%
All Courses	2,584.00	23.78%	22.74%	22.91%	14.34%	16.24%

*Includes "F," "WF," and "I."

Table 105

Anchorage School District Hispanic School Year Dropouts 1993-94 to 1997-98

Year	Enrollment	Final Dropouts	Percent Dropouts
1997-98	2,654	96	3.62%
1996-97	2,511	95	3.78%
1995-96	2,340	94	4.02%
1994-95	2,133	79	3.70%
1993-94	1,998	81	4.05%

Table 106

Anchorage School District
White
Total Reading CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	2,364	68
4	2,568	70
5	2,362	71
6	2,462	67
7	2,430	69
8	2,210	71
9	2,124	66
10	2,011	70
11	1,789	64

Table 107

Anchorage School District
White
Total Language Arts CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	2,356	58
4	2,563	67
5	2,349	75
6	2,461	70
7	2,429	67
8	2,202	64
9	2,116	63
10	1,994	61
11	1,776	57

Table 108

Anchorage School District
White
Total Mathematics CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	2,368	66
4	2,569	72
5	2,346	70
6	2,458	72
7	2,426	69
8	2,206	68
9	2,123	72
10	2,020	71
11	1,786	68

Table 109

Anchorage School District
White
Total Battery CAT Results
Spring 1998

Grade	Number Tested	Percentile Tested
3	2,333	64
4	2,548	70
5	2,327	74
6	2,435	70
7	2,377	68
8	2,162	68
9	2,092	69
10	1,978	69
11	1,755	65

Table 110

Anchorage School District
White
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
ITBS & TAP 1993-94 to 1994-95 – CAT 1995-96 to 1997-98

Gr.	Area	97-98		96-97		95-96		94-95		93-94	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	2,364	68	2,577	70	2,409	70				
3	Language Arts	2,356	58	2,561	60	2,409	58				
3	Mathematics	2,368	66	2,571	67	2,414	67				
3	Total Battery	2,333	64	2,540	66	2,381	67				
4	Reading	2,568	70	2,359	70	2,506	70	2,624	59	2,460	60
4	Language Arts	2,563	67	2,358	68	2,505	62	2,590	58	2,381	58
4	Mathematics	2,569	72	2,358	73	2,534	69	2,630	66	2,447	65
4	Total Battery	2,548	70	2,342	71	2,481	68				
5	Reading	2,362	71	2,473	70	2,534	71				
5	Language Arts	2,349	75	2,476	73	2,541	72				
5	Mathematics	2,346	70	2,470	69	2,528	67				
5	Total Battery	2,327	74	2,450	73	2,501	73				
6	Reading	2,462	67	2,492	67	2,357	69	2,473	64	2,517	63
6	Language Arts	2,461	70	2,493	71	2,351	69	2,435	62	2,497	60
6	Mathematics	2,458	72	2,492	74	2,357	73	2,473	67	2,511	66
6	Total Battery	2,435	70	2,478	72	2,331	72				
7	Reading	2,430	69	2,284	70	2,289	72				
7	Language Arts	2,429	67	2,285	66	2,295	64				
7	Mathematics	2,426	69	2,290	70	2,283	70				
7	Total Battery	2,377	68	2,249	69	2,249	70				
8	Reading	2,210	71	2,163	69	2,254	70	2,215	64	2,127	66
8	Language Arts	2,202	64	2,162	61	2,253	60	2,220	67	2,084	67
8	Mathematics	2,206	68	2,169	68	2,245	66	2,245	64	2,123	64
8	Total Battery	2,162	68	2,130	67	2,208	68				
9	Reading	2,124	66	2,187	68	1,852	67				
9	Language Arts	2,116	63	2,188	63	2,184	61				
9	Mathematics	2,123	72	2,186	72	,187	71				
9	Total Battery	2,092	69	2,175	71	1,846	68				
10	Reading	2,011	70	2,052	69	1,669	73				
10	Language Arts	1,994	61	2,058	651	1,946	63				
10	Mathematics	2,020	71	2,053	70	1,941	72				
10	Total Battery	1,978	69	2,038	69	1,651	73				
11	Reading	1,789	64	1,765	64	1,442	65	1;666	67	1,551	66
11	Language Arts	1,776	57	1,764	57	1,659	59				
11	Mathematics	1,786	68	1,759	68	1,676	68	1,674	68	1.557	65
11	Total Battery	1,755	65	1,746	65	1,421	66				

Table 111

Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 1998

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	22,863	4,070	17.8%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 112

White Secondary Students
Credit and GPA Analysis
by Grade
Spring 1998

Data Type	9	10	11	12	9-12
Number of Students	2,135	2,081	1,940	1,640	7,796
Average Credits Attempted	5.93	5.94	5.72	5.16	5.72
Average Credits Earned	5.40	5.26	5.22	4.82	5.20
Mean Grade Point Average	2.64	2.50	2.67	2.86	2.66
Average Absences per Course	5.03	5.78	6.35	7.18	6.01
Absence - GPA Correlation	-0.5327	-0.5592	-0.5306	-0.4669	-0.4983

Table 113

White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1998

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
ge Arts	8,135.75	29.23%	28.52%	20.46%	11.29%	10.51%
matics	6,387.00	20.00%	25.40%	25.73%	15.83%	13.04%
e	6,218.75	23.50%	29.07%	24.41%	13.65%	9.37%
Studies	7,215.25	31.01%	26.25%	20.38%	12.01%	10.35%
urses	44,584.75	34.89%	25.96%	19.40%	10.61%	9.15%

des "F," "WF," and "I."

Table 114

Anchorage School District
Whites
School Year Dropouts
1993-94 to 1997-98

Year	Enrollment	Final Dropouts	Percent Dropouts
1997-98	34,752	848	2.44%
1996-97	34,638	846	2.44%
1995-96	35,200	899	2.55%
1994-95	35,608	890	2.50%
1993-94	35,797	841	2.35%

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and secondary programs. Individual school results were provided to schools in the spring and taken into account in the preparation of School Report Cards for 1996-1997.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. When compared to last year, the overall levels of satisfaction or critical items are similar.

Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (56%) of parents indicate that they either agree (44%) or strongly agree (12%) that they are satisfied with the performance of the Anchorage School District.
- A majority (84%) of parents indicate that they either agree (49%) or strongly agree (35%) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (89%) of parents indicate that they either agree (33%) or strongly agree (56%) that they are satisfied with the performance of those who teach their children.

- A majority (78%) of students indicate that they either agree (27%) or strongly agree (51%) that their teachers want them to do well in school.
- A majority (71%) of students indicate that they either agree (36%) or strongly agree (35%) that their teachers will help them to understand something that is a problem.
- A majority (80%) of students indicate that they either agree (31%) or strongly agree (49%) that they can get good grades when they try.

- A majority (86%) of staff indicate that they either agree (45%) or strongly agree (41%) that they are satisfied with their job.
- A majority (81%) of staff indicate that they either agree (36%) or strongly agree (45%) that the principal and other school staff provide needed support for working with students.
- A majority (82%) of staff indicate that they either agree (36%) or strongly agree (46%) that the principal and other school staff provide needed support for working with parents.

If the responses of parents, teachers, and students were considered as a grading scale with a "Strongly Agree" to a positive statement being equivalent to an "A," the overall response would be in the "B" range. Parents could be said to give the District as a whole a grade of "B-" and their local school a grade of "A-." These are good marks from those community members who know the schools best.

Discussion: The primary purpose of School Report Card surveys is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions for parents, students, and staff was prepared at the request of the School Board. Individual schools and levels were allowed to add additional questions and all school surveys included questions on the success of the individual school goals. Information on school goal success is included in the section of this report which provides individual school profiles.

While the overall number of parents, students, and staff responding to school report card surveys is substantial, the proportion responding differed notably from school-to-school. Those schools with the highest response rates made substantial efforts to notify parents in advance, to distribute and do an active collection of surveys at school, and to have all students and staff participate.

There is no overall rule of thumb about what constitutes a good response to the School Report Card Surveys. All questions are worded to be positive and the hope is that most responses will be either "strongly agree" or "agree." Because of the large number of overall responses, 1 percent of Anchorage parents, students, or staff equate to about 50 parents, 225 students, or 16 staff members.

A 1997 Phi Delta Kappa sponsored Gallup Poll found that in a national sample 15 percent of public school parents gave their community schools an "A" and another 42 percent gave a "B." Parents gave the school their children attend higher grades: "A, 26%": "B, 38%" The Anchorage School District survey comparison gives the District 12 % "A" and 44 % "B"; the school 35 % "A" and 49 % "B."

Tables 116, 117, and 118 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 119, 120, and 121. Middle Level results are presented in tables 122, 123, and 124. High School results are presented in 124, 125 and 126.

While overall responses are positive at all three levels, elementary responses were the most positive. The response rate for parents was best at elementary and weakest at high school. Differences between educational levels and among schools are statistically significant. Results should be considered with caution because of the low response rates at some schools.

Table 115

Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Abbott Loop	532	65	195	13
Airport Heights	345	47	97	13
Alpenglow	593	59	286	12
Aquarian	89	25	25	
Aurora	530	119	221	11
Baxter	521	73	168	23
Bayshore	515	74	128	10
Bear Valley	513	45	247	12
Birchwood ABC	357	55	150	13
Bowman	689	199	18	23
Campbell	521	60	141	14
Chester Valley	339	39	164	9
Chinook	546	109	239	17
Chugach Optional	255	39	34	5
Chugiak Elementary	527	68	128	14
College Gate	493	77	201	19
Creekside Park	401	64	176	33
Denali	529	144	91	10
Eagle River	392	55	202	4
Fairview	416	50	41	8
Fire Lake	388	56	184	3
Girdwood	152	17	52	7
Government Hill	375	84	109	16
Homestead	498	99	229	17
Huffman	507	56	243	14
Inlet View	260	57	129	9
Kasuun	627	57	269	13
Kennedy	232	43	126	11
Kincaid	525	44	195	24
Klatt	487	48	223	18
Lake Hood	507	73	210	13
Lake Otis	529	47	197	26
Mt. View	412	50	96	24
Muldoon	409	44	46	13
North Star	480	95	232	16
Northern Lights ABC	444	40	235	13
Northwood	367	40	108	13
Nunaka Valley	369	22	183	16
O'Malley	541	25	148	23
Ocean View	409	28	255	9
Orion	616	83	279	28
Ptarmigan	375	8	126	19
Rabbit Creek	470	76	201	12
Ravenwood	443	64	211	17
Rogers Park	596	58	161	12
Russian Jack	403	47	177	22
Sand Lake	599	58	233	12
Scenic Park	562	68	284	22
Spring Hill	612	32	186	14
Susitna	637	78	159	19
Taku	414	80	126	20
Tudor	556	70	263	27
Turnagain	410	41	154	15
Tyson, William	380	48	202	18
Ursa Major	479	98	218	12
Williwaw	592	81	189	18
Willow Crest	500	42	200	15
Wonder Park	492	32	73	22
Woods, Gladys	562	49	183	13
Polaris	254	34	170	19

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Table 115

Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Bartlett	1,793	81	649	22
Benson	328	10	188	14
Central	785	39	598	26
Chugiak High	2,019	105	815	28
Clark	821	16	547	25
Dimond	2,109	79	948	38
East	1,904	109	221	47
Goldenview	757	65	616	20
Gruening	600	65	399	
Hanshew	875	19	644	27
Mears	1,034	267	866	33
Mirror Lake	734	55	487	21
Romig	713	17	581	30
SAVE	251	14	109	13
Service	2,295	18	1,122	62
Steller	308		199	9
Wendler	1,266	167	585	37
West	1,576	54	790	70

Table 116
Anchorage School District
Parent Report Card Survey
Number = 4,957

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	12%	44%	28%	12%	4%
The performance of my child's school.	35%	49%	12%	4%	1%
The performance of my child's teacher(s).	56%	33%	7%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The instruction my child receives.	40%	46%	9%	4%	1%
The curriculum at our school.	32%	49%	13%	5%	1%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	29%	32%	33%	5%	2%
My interactions with the school office staff.	35%	41%	21%	3%	1%
My interactions with my child's teachers.	59%	32%	7%	2%	1%
My ability to get information on classes and school activities.	45%	41%	10%	3%	1%
Information I get on my child's progress.	52%	36%	7%	4%	1%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	30%	38%	26%	5%	1%
I am invited to make suggestions about the library materials to be included or excluded.	17%	27%	42%	10%	3%
I feel welcome at school.	54%	36%	8%	2%	1%
My child is safe at school.	37%	45%	13%	4%	1%
My child is safe on the way to and from school.	35%	41%	16%	6%	2%
I received a copy of the "Students Rights and Responsibilities" document.	57%	35%	6%	1%	1%
I feel that my child's needs are being met.	33%	47%	12%	6%	2%

Table 117
Anchorage School District
Student Report Card Survey
Number = 22,496

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.:	19%	36%	28%	11%	6%
My teachers listen to what I say.	27%	37%	26%	7%	4%
My teachers care about me.	34%	32%	25%	6%	4%
I am treated fairly by adults here at school.	22%	35%	27%	11%	6%
I am treated fairly by other students.	16%	38%	29%	11%	7%
I find my school work interesting.	16%	27%	34%	14%	10%
I understand the school work I am given.	22%	40%	29%	6%	2%
Our school rules are fair.	23%	27%	27%	13%	10%
I was given a "Student Rights and Responsibilities."	49%	26%	16%	4%	6%
My teachers treat me with respect.	32%	35%	23%	6%	4%
Students here treat me with respect.	16%	36%	31%	10%	7%
Our school rules are fairly enforced.	24%	30%	28%	11%	8%
I like school.	23%	24%	28%	11%	15%
I am safe at school.	29%	31%	25%	9%	6%
If I have a problem understanding something, my teacher will help me.	35%	36%	21%	5%	3%
If I have a problem at school, I know where I can go for help.	37%	34%	19%	5%	4%
Our school is a friendly place.	18%	31%	33%	11%	7%
Have chances to participate in school activities.	38%	36%	18%	5%	4%
I use computers to do my work at school.	14%	21%	29%	16%	20%
When I have problems with my school work, I can get help at home.	47%	28%	16%	5%	4%
When I do good work at school, it is recognized.	29%	30%	26%	9%	6%
I get good grades when I try.	49%	31%	14%	4%	3%
I use computers in my classes.	17%	19%	26%	17%	21%
The library/media center has the materials I need to do my school work.	22%	28%	31%	10%	9%
I feel welcome at school.	26%	33%	28%	8%	6%
I feel safe on the bus and at the bus stop.	18%	22%	41%	8%	12%
My teachers want me to do well in school.	51%	27%	17%	3%	3%

Table 118
Anchorage School District
Staff Report Card Survey
Number =1,554

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	41%	45%	9%	4%	1%
involvement in decision making at school.	24%	39%	22%	10%	5%
the District curriculum.	8%	30%	37%	18%	8%
opportunities for training on the District curriculum and materials.	15%	40%	28%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	7%	33%	26%	26%	8%
The principal and other staff provide me with the support I need when working with students.	45%	36%	10%	7%	2%
The principal and other staff provide me with the support I need when working with parents.	46%	36%	11%	4%	2%
The administrator(s) are approachable.	58%	27%	9%	4%	2%
The administrator(s) are available if I need help.	47%	32%	12%	7%	3%
The work load in this school is equitably divided.	19%	36%	19%	18%	9%
We have freedom in our selection of materials.	34%	41%	18%	6%	2%
I have freedom in selection of teaching materials.	40%	38%	17%	4%	1%
I have input in purchase of supplemental material.	34%	41%	18%	6%	2%
Instruction here focuses on student success in meeting the District goals.	37%	43%	16%	3%	1%
The District curriculum is well defined.	13%	42%	31%	12%	3%
Teachers here work together effectively.	33%	40%	17%	9%	2%
Staff and teachers have good working relationships.	37%	42%	13%	7%	1%
Our school rules are fairly enforced.	30%	39%	13%	12%	6%
I feel safe at school.	42%	38%	12%	7%	2%
Students are safe here.	34%	41%	13%	9%	2%
School staff are treated with respect by students.	16%	44%	19%	16%	5%
Students are treated with respect by staff.	38%	51%	8%	2%	1%
Conference/planning time is adequate.	17%	35%	19%	19%	10%
I integrate computers/technology into instruction.	19%	40%	25%	11%	6%
Library/media resources are adequate.	17%	44%	19%	16%	5%
Student guidance and counseling are adequate.	14%	29%	20%	21%	16%

Table 118
Anchorage School District
Staff Report Card Survey
Number =1,554
(continued)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I do good work it is recognized.	22%	37%	22%	13%	6%
Staff morale is high.	17%	35%	24%	18%	7%
We have good support from our parents.	14%	36%	25%	20%	5%
Students here are well behaved.	8%	41%	28%	18%	5%

Table 119
Elementary
Parent Report Card Survey
Number = 3,686

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	12%	44%	28%	12%	4%
The performance of my child's school.	35%	49%	12%	4%	1%
The performance of my child's teacher(s).	56%	33%	7%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The instruction my child receives.	40%	46%	9%	4%	1%
The curriculum at our school.	32%	49%	13%	5%	1%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	29%	32%	33%	5%	2%
My interactions with the school office staff.	35%	41%	21%	3%	1%
My interactions with my child's teachers.	59%	32%	7%	2%	1%
My ability to get information on classes and school activities.	45%	41%	10%	3%	1%
Information I get on my child's progress.	52%	36%	7%	4%	1%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	30%	38%	26%	5%	1%
I am invited to make suggestions about the library materials to be included or excluded.	17%	27%	42%	10%	3%
I feel welcome at school.	54%	36%	8%	2%	1%
My child is safe at school.	37%	45%	13%	4%	1%
My child is safe on the way to and from school.	35%	41%	16%	6%	2%
I received a copy of the "Students Rights and Responsibilities" document.	57%	35%	6%	1%	1%
I feel that my child's needs are being met.	33%	47%	12%	6%	2%

Table 120
Elementary
Student Report Card Survey
Number = 10,726

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	26%	40%	25%	6%	3%
My teachers listen to what I say.	43%	34%	16%	4%	2%
My teachers care about me.	56%	27%	12%	2%	2%
I am treated fairly by adults here at school.	34%	36%	20%	6%	4%
I am treated fairly by other students.	19%	34%	28%	12%	8%
I find my school work interesting.	26%	32%	28%	8%	7%
I understand the school work I am given.	29%	39%	26%	4%	2%
Our school rules are fair.	37%	28%	20%	8%	8%
I was given a "Student Rights and Responsibilities."	59%	21%	13%	2%	4%
My teachers treat me with respect.	52%	30%	13%	3%	2%
Students here treat me with respect.	18%	34%	29%	11%	8%
Our school rules are fairly enforced.	37%	30%	20%	6%	6%
I like school.	36%	24%	22%	8%	12%
I am safe at school.	45%	29%	17%	5%	4%
If I have a problem understanding something, my teacher will help me.	53%	30%	13%	3%	2%
If I have a problem at school, I know where I can go for help.	53%	28%	13%	3%	3%
Our school is a friendly place.	29%	33%	25%	8%	6%
Have chances to participate in school activities.	52%	31%	13%	3%	2%
I use computers to do my work at school.	17%	20%	27%	12%	24%
When I have problems with my school, I can get help at home.	62%	21%	11%	3%	3%
When I do good work at school, it is recognized.	43%	29%	18%	5%	4%
I get good grades when I try.	61%	25%	10%	3%	2%
I use computers in my classes.	26%	21%	23%	11%	20%
The library/media center has the materials I need to do my school work.	32%	28%	25%	7%	7%
I feel welcome at school.	40%	30%	19%	5%	5%
I feel safe on the bus and at the bus stop.	19%	16%	44%	7%	14%
My teachers want me to do well in school.	76%	16%	6%	1%	2%

Table 121
Elementary
Staff Report Card Survey
Number = 979

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	44%	45%	7%	3%	1%
involvement in decision making at school.	29%	43%	19%	7%	3%
the District curriculum.	8%	31%	39%	16%	6%
opportunities for training on the District curriculum and materials.	16%	45%	26%	11%	3%
We are provided with adequate information before new practices or procedures are implemented.	7%	36%	25%	24%	7%
The principal and other staff provide me with the support I need when working with students.	51%	35%	8%	5%	2%
The principal and other staff provide me with the support I need when working with parents.	52%	34%	9%	3%	1%
The administrator(s) are approachable.	62%	25%	8%	4%	2%
The administrator(s) are available if I need help.	51%	30%	10%	7%	2%
The work load in this school is equitably divided.	22%	38%	18%	16%	5%
We have freedom in our selection of materials.	34%	40%	18%	6%	2%
I have freedom in selection of teaching materials.	41%	37%	17%	4%	2%
I have input in purchase of supplemental material.	37%	39%	19%	5%	2%
Instruction here focuses on student success in meeting the District goals.	45%	40%	12%	2%	1%
The District curriculum is well defined.	14%	43%	30%	10%	3%
Teachers here work together effectively.	39%	38%	15%	7%	2%
Staff and teachers have good working relationships.	42%	40%	10%	7%	1%
Our school rules are fairly enforced.	37%	41%	10%	9%	3%
I feel safe at school.	51%	36%	9%	3%	1%
Students are safe here.	44%	40%	9%	5%	1%
School staff are treated with respect by students.	20%	48%	17%	13%	3%
Students are treated with respect by staff.	47%	47%	5%	1%	0%
Conference/planning time is adequate.	15%	31%	20%	22%	12%
I integrate computers/technology into instruction.	17%	42%	27%	10%	5%
Library/media resources are adequate.	19%	45%	17%	15%	4%
Student guidance and counseling are adequate.	12%	23%	19%	24%	23%

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Table 121
Elementary
Staff Report Card Survey
Number = 979
(continued)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I do good work it is recognized.	25%	41%	20%	10%	4%
Staff morale is high.	19%	40%	22%	14%	5%
We have good support from our parents.	19%	37%	21%	18%	5%
Students here are well behaved.	10%	44%	27%	14%	4%

Table 122
Middle Level
Parent Report Card Survey
Number = 737

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	11%	48%	27%	11%	4%
The performance of my child's school.	28%	51%	15%	4%	2%
The performance of my child's teacher(s).	34%	49%	13%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The instruction my child receives.	24%	56%	12%	7%	1%
The curriculum at our school.	23%	51%	17%	9%	1%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	21%	28%	41%	6%	4%
My interactions with the school office staff.	28%	41%	27%	4%	1%
My interactions with my child's teachers.	37%	46%	13%	3%	1%
My ability to get information on classes and school activities.	31%	46%	15%	5%	3%
Information I get on my child's progress.	35%	43%	10%	7%	4%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	20%	36%	36%	7%	1%
I am invited to make suggestions about the library materials to be included or excluded.	13%	27%	45%	12%	3%
I feel welcome at school.	39%	44%	14%	2%	1%
My child is safe at school.	24%	50%	20%	5%	2%
My child is safe on the way to and from school.	26%	50%	16%	6%	2%
I received a copy of the "Students Rights and Responsibilities" document.	52%	39%	7%	1%	1%
I feel that my child's needs are being met.	22%	50%	18%	9%	3%

Table 123
Middle Level
Student Report Card Survey
Number = 5,519

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.:	14%	41%	31%	10%	5%
My teachers listen to what I say.	11%	38%	35%	11%	5%
My teachers care about me.	13%	36%	36%	9%	6%
I am treated fairly by adults here at school.	12%	34%	33%	14%	7%
I am treated fairly by other students.	14%	39%	30%	11%	6%
I find my school work interesting.	5%	21%	41%	19%	14%
I understand the school work I am given.	15%	39%	35%	8%	3%
Our school rules are fair.	8%	24%	33%	19%	16%
I was given a "Student Rights and Responsibilities."	44%	30%	17%	4%	5%
My teachers treat me with respect.	16%	40%	31%	9%	5%
Students here treat me with respect.	13%	37%	33%	10%	8%
Our school rules are fairly enforced.	12%	30%	34%	13%	10%
I like school.	11%	23%	33%	14%	20%
I am safe at school.	15%	34%	32%	11%	8%
If I have a problem understanding something, my teacher will help me.	19%	41%	30%	7%	3%
If I have a problem at school, I know where I can go for help.	26%	41%	24%	6%	4%
Our school is a friendly place.	7%	30%	41%	14%	8%
Have chances to participate in school activities.	28%	42%	22%	5%	3%
I use computers to do my work at school.	12%	22%	33%	18%	15%
When I have problems with my school, I can get help at home.	40%	32%	19%	6%	3%
When I do good work at school, it is recognized.	17%	32%	32%	12%	8%
I get good grades when I try.	42%	35%	17%	4%	3%
I use computers in my classes.	8%	18%	32%	21%	20%
The library/media center has the materials I need to do my school work.	15%	32%	36%	10%	7%
I feel welcome at school.	13%	35%	36%	9%	7%
I feel safe on the bus and at the bus stop.	19%	29%	33%	9%	10%
My teachers want me to do well in school.	33%	36%	24%	4%	4%

Table 124
Middle School
Staff Report Card Survey
Number = 232

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	39%	43%	11%	6%	2%
involvement in decision making at school.	20%	33%	23%	14%	10%
the District curriculum.	12%	28%	31%	19%	10%
opportunities for training on the District curriculum and materials.	14%	35%	30%	15%	7%
We are provided with adequate information before new practices or procedures are implemented.	10%	27%	28%	25%	10%
The principal and other staff provide me with the support I need when working with students.	40%	31%	15%	10%	3%
The principal and other staff provide me with the support I need when working with parents.	41%	35%	16%	4%	4%
The administrator(s) are approachable.	57%	24%	12%	4%	4%
The administrator(s) are available if I need help.	48%	31%	11%	6%	4%
The work load in this school is equitably divided.	18%	32%	22%	15%	14%
We have freedom in our selection of materials.	31%	45%	19%	5%	1%
I have freedom in selection of teaching materials.	37%	41%	18%	3%	1%
I have input in purchase of supplemental material.	30%	44%	16%	7%	3%
Instruction here focuses on student success in meeting the District goals.	25%	44%	24%	5%	2%
The District curriculum is well defined.	13%	40%	31%	13%	4%
Teachers here work together effectively.	27%	43%	19%	9%	2%
Staff and teachers have good working relationships.	32%	40%	20%	7%	2%
Our school rules are fairly enforced.	24%	38%	16%	14%	8%
I feel safe at school.	29%	37%	15%	16%	4%
Students are safe here.	21%	38%	21%	14%	5%
School staff are treated with respect by students.	8%	32%	27%	23%	10%
Students are treated with respect by staff.	28%	55%	15%	1%	1%
Conference/planning time is adequate.	28%	41%	16%	9%	6%
I integrate computers/technology into instruction.	20%	39%	22%	13%	6%
Library/media resources are adequate.	23%	48%	16%	11%	3%
Student guidance and counseling are adequate.	24%	42%	19%	10%	5%

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Table 124
Middle Level
Staff Report Card Survey
Number = 232
(continued)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I do good work it is recognized.	21%	35%	24%	13%	7%
Staff morale is high.	19%	25%	24%	22%	10%
We have good support from our parents.	12%	27%	24%	28%	9%
Students here are well behaved.	6%	30%	29%	25%	10%

Table 125
High School
Parent Report Card Survey
Number = 534

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	11%	45%	23%	16%	5%
The performance of my child's school.	24%	50%	16%	8%	2%
The performance of my child's teacher(s).	29%	52%	13%	6%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The instruction my child receives.	23%	55%	15%	7%	1%
The curriculum at our school.	23%	51%	16%	8%	2%
When I think about my relationship with the staff, school, and information, I am SATISFIED with:					
My interactions with the principal.	21%	27%	41%	7%	4%
My interactions with the school office staff.	27%	39%	28%	6%	1%
My interactions with my child's teachers.	36%	44%	17%	3%	1%
My ability to get information on classes and school activities.	26%	46%	17%	7%	3%
Information I get on my child's progress.	31%	42%	14%	11%	3%
To what extent do you AGREE with each of the following statements?					
I have the ability to review school books and library materials.	18%	35%	36%	8%	3%
I am invited to make suggestions about the library materials to be included or excluded.	14%	24%	40%	16%	6%
I feel welcome at school.	38%	43%	12%	5%	2%
My child is safe at school.	17%	40%	25%	14%	4%
My child is safe on the way to and from school.	23%	44%	25%	6%	3%
I received a copy of the "Students Rights and Responsibilities" document.	46%	36%	12%	4%	3%
I feel that my child's needs are being met.	20%	46%	19%	12%	3%

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Table 126
High School
Student Report Card Survey
Number = 6,251

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.:	11%	26%	32%	20%	11%
My teachers listen to what I say.	11%	40%	34%	10%	5%
My teachers care about me.	12%	36%	38%	9%	5%
I am treated fairly by adults here at school.	11%	34%	33%	15%	7%
I am treated fairly by other students.	13%	44%	30%	8%	5%
I find my school work interesting.	7%	25%	38%	19%	11%
I understand the school work I am given.	17%	42%	31%	7%	3%
Our school rules are fair.	10%	30%	34%	16%	10%
I was given a "Student Rights and Responsibilities."	33%	31%	20%	8%	9%
My teachers treat me with respect.	13%	40%	33%	10%	5%
Students here treat me with respect.	14%	39%	32%	9%	5%
Our school rules are fairly enforced.	9%	30%	35%	16%	11%
I like school.	11%	27%	34%	13%	15%
I am safe at school.	13%	33%	34%	13%	7%
If I have a problem understanding something, my teacher will help me.	17%	44%	29%	7%	3%
If I have a problem at school, I know where I can go for help.	18%	40%	28%	9%	5%
Our school is a friendly place.	8%	29%	42%	15%	7%
Have chances to participate in school activities.	21%	40%	25%	8%	6%
I use computers to do my work at school.	11%	24%	27%	21%	18%
When I have problems with my school, I can get help at home.	26%	35%	24%	9%	6%
When I do good work at school, it is recognized.	12%	30%	35%	15%	9%
I get good grades when I try.	36%	38%	18%	6%	3%
I use computers in my classes.	8%	17%	27%	24%	25%
The library/media center has the materials I need to do my school work.	10%	25%	36%	16%	13%
I feel welcome at school.	10%	35%	39%	10%	6%
I feel safe on the bus and at the bus stop.	14%	26%	42%	8%	9%
My teachers want me to do well in school.	21%	39%	30%	6%	4%

Table 127
High School
Staff Report Card Survey
Number = 343

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
your job.	35%	47%	12%	5%	1%
involvement in decision making at school.	13%	30%	28%	19%	9%
the District curriculum.	5%	30%	33%	21%	10%
opportunities for training on the District curriculum and materials.	11%	27%	36%	20%	7%
We are provided with adequate information before new practices or procedures are implemented.	5%	27%	27%	32%	9%
The principal and other staff provide me with the support I need when working with students.	32%	40%	13%	11%	4%
The principal and other staff provide me with the support I need when working with parents.	30%	45%	13%	8%	3%
The administrator(s) are approachable.	47%	35%	10%	7%	2%
The administrator(s) are available if I need help.	34%	39%	16%	9%	2%
The work load in this school is equitably divided.	11%	32%	19%	24%	15%
We have freedom in our selection of materials.	36%	40%	17%	6%	2%
I have freedom in selection of teaching materials.	40%	37%	17%	5%	2%
I have input in purchase of supplemental material.	29%	45%	17%	8%	2%
Instruction here focuses on student success in meeting the District goals.	20%	49%	23%	5%	3%
The District curriculum is well defined.	9%	37%	34%	14%	5%
Teachers here work together effectively.	20%	41%	23%	14%	2%
Staff and teachers have good working relationships.	26%	48%	17%	7%	2%
Our school rules are fairly enforced.	14%	34%	21%	18%	13%
I feel safe at school.	24%	44%	16%	12%	4%
Students are safe here.	15%	47%	20%	15%	4%
School staff are treated with respect by students.	10%	40%	21%	22%	7%
Students are treated with respect by staff.	21%	61%	14%	3%	1%
Conference/planning time is adequate.	15%	42%	18%	18%	7%
I integrate computers/technology into instruction.	23%	34%	24%	12%	7%
Library/media resources are adequate.	6%	38%	26%	21%	8%
Student guidance and counseling are adequate.	14%	39%	23%	19%	7%

Table 127
High School
Staff Report Card Survey
Number = 343
(continued)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I do good work it is recognized.	15%	28%	25%	23%	9%
Staff morale is high.	7%	27%	30%	27%	10%
We have good support from our parents.	3%	36%	36%	20%	5%
Students here are well behaved.	4%	40%	28%	23%	5%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The School Board conducts public hearings in September during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cable cast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air.

If you would like more information on how to provide suggestions or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 269-2131 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of $6,204 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than any other Alaska District. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 128

1994-95 through 1996-97 Actual Expenditures,
1997-98 Unaudited Expenditures,
and 1998-99 Adopted Budget
for General Fund

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
1998-99	$313,806,375**	48,219	$6,508
1997-98	$289,203,497*	47,613	$6,074
1996-97	$283,335,043	46,470	$6,097
1995-96	$281,381,980	46,447	$6,058
1994-95	$276,768,039	46,220	$5,988

* Unaudited
** Budgeted

Question: How do the performances of individual schools vary on the indicators used in the profile?

Answer: While the overall District indicators are very positive with norm referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there are substantial differences in the test scores of individual schools.

Some schools are boundary free providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located.

The individual school profiles include many of the factors which affect performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the expected national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced price lunch, the lowest stability, and the highest student mobility. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year show that they make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, stability and mobility information, and the identification of special programs offered in the school. Secondary schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and talking with students and staff can provide a real sense of the vitality and character of an Anchorage school.

There is a focus on achievement in the school profiles. The achievement indicators include norm referenced test scores earned by students in the spring of 1998. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have for the most part actually changed school buildings but are following the normal path of Anchorage students so they are included in measures of growth.

Tables 116 which begins the section provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from three to five goals, two of which must address improving student achievement or the instructional program. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1997-98. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year, to fulfill District and state requirements.

The next section shows the average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 50th percentile. While this does not mean that an individual student is "above average," it means that on the whole Anchorage students do quite well. At every grade level, more than 70 percent of the continuing Anchorage students are showing the expected full year or more of academic growth as measured on the norm referenced tests.

The next section shows the five year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4, 6, and 8 as well as the Reading and Mathematics scores for grade 11. There is a consistent pattern of scores which show strong academic achievement. The above average norm referenced test performance is consistent with the above average ACT/SAT history of our college bound students.

Elementary retention rates, free and reduced price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools show that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes and have a high student mobility. These are the schools where the task of education is most difficult and where teachers have to work the hardest to help students achieve. Schools with the greatest needs have some additional support from special programs such as Even Start, Title I, Bilingual Education, Migrant Education, and the Anchorage Underachieving Schools program. Examination of the tables which follow provides insight into the size, diversity, and achievement of Anchorage - one of the ninety largest public school districts in the United States.

Table 129

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase academic excellence	Partially Attained
Establish a supportive learning environment	Attained
Ensure public accountability	Attained

BUDGET*	
1996-97 Expenditures	$283,335,043
1997-98 Budgeted Amount	$302,546,900
1998-99 Adopted Budget	$313,806,375

*Dollars budgeted or expended are general fund only.

Anchorage School District Overview

School Report Card Statement

The **Anchorage School Board, Superintendent, and District staff committed that:**

- all students acquire basic reading skills and strategies to read independently by the end of the third grade.

- all students show measurable success and increased achievement at each successive grade level in math, reading, and writing conventions including spelling.

- student achievement in spelling will be increased by three percentile points as measured by the national standardized test at each grade level while maintaining or improving in all other areas.

- we focus on increasing parental and community awareness of the critical role families play in the academic success of students.

- we create positive community relations and understanding of issues critical to the Anchorage School District.

- we continue to strengthen and expand our school business partnerships.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP

September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
48,793	Elementary 102% Middle Level 81% High School 95%	7,538	2,270	2,731

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,053.7	68,220.3	93.4%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	113.0	Special Ed. Aides	187.8875
Classroom Teachers	1916.6	Title I Coordinators/Specialist	45.875
Librarians	72.5	Bilingual Tutors	93.5
Special Education Teachers	367.1	Indian Ed. Tutor/Counselor	17.3
Art Teachers	28.1	Title I Family Services Coord.	.5
Music Teacher	53.0	Title I Tutor/TA	8.0
Physical Ed. Teacher	55.2	Title I Parent Worker	19.0
Gifted Teacher	32.9	Teacher Assistants/Aides	42.75
Bilingual Teachers	31.8	Migrant Ed. Tutor	.4
Counselors	68.0	Health Attendant	.4
Nurses	65.5	Interpretor	3.0
		Title VII Specialist	1.0
		Title VII Secretary/FSSC	1.0
		Clerical Support	224.375
		Custodians	242.5

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
32,557	4,234	5,644	3,819	2,381	16,078	48,635
66.9%	8.7%	11.6%	7.9%	4.9%	33.1%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	27,706	8,366	30.0%
	Middle Level	7,512	1,670	22.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	60	20	15	15	13	7	60	49	239
Percent Not Promoted	1.5%	.5%	3.8%	.4%	.4%	.2%	1.5%	1.4%	.8%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	With-drawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	27,709	2,949	2,199	2,531	2,471	10,150	36.6%
Sec.	20,527	2,239	3,462	1,361	1,293	8,355	40.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	6,421	4,159	4,634	2,654	34,752	52,620
% in One Sch.	67.1%	80.2%	74.5%	75.3%	83.1%	
% in Same Sch.	49.4%	55.4%	52.9%	53.3%	57.4%	

Anchorage School District Achievement

Cat Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	63	60	54
	No.	3,622	3,791	3,458	3,580
Reading Comprehension	%ile	61	60	62	63
	No.	3,629	3,797	3,459	3,580
Total Reading	**%ile**	**61**	**63**	**62**	**60**
	No.	3,610	3,785	3,455	3,574
Language Mechanics	%ile	45	62	72	67
	No.	3,627	3,776	3,448	3,581
Language Expression	%ile	58	61	67	61
	No.	3,604	3,776	3,436	3,579
Total Language	**%ile**	**52**	**63**	**70**	**65**
	No.	3,598	3,769	3,434	3,574
Math Computation	%ile	60	61	56	64
	No.	3,629	3,797	3,454	3,576
Math Concepts and Applications	%ile	60	69	69	69
	No.	3,623	3,791	3,433	3,576
Total Mathematics	**%ile**	**61**	**67**	**65**	**67**
	No.	3,617	3,789	3,431	3,574
Total Battery	**%ile**	**59**	**65**	**69**	**65**
	No.	3,556	3,749	3,401	3,537
Word Analysis	%ile	52			
	No.	3,626			
Study Skills	%ile		68	61	63
	No.		3,779	3,437	3,563
Spelling	%ile	50	57	54	52
	No.	3,628	3,787	3,464	3,589
Science	%ile	59	64	53	55
	No.	3,610	3,779	3,433	3,562
Social Studies	%ile	58	60	66	59
	No.	3,612	3,762	3,435	3,565

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested (continued)

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	60	61	52	60	56
	No.	3,537	3,246	2,975	2,820	2,501
Reading Comprehension	%ile	65	63	63	65	60
	No.	3,537	3,246	2,972	2,821	2,505
Total Reading	**%ile**	**64**	**64**	**60**	**64**	**58**
	No.	3,533	3,243	2,971	2,818	2,499
Language Mechanics	%ile	67	62	58	57	54
	No.	3,531	3,236	2,985	2,838	2,511
Language Expression	%ile	56	55	59	57	52
	No.	3,534	3,232	2,962	2,816	2,493
Total Language	**%ile**	**62**	**59**	**59**	**58**	**53**
	No.	3,525	3,228	2,953	2,798	2,481
Math Computation	%ile	61	52	63	61	60
	No.	3,523	3,247	2,974	2,842	2,507
Math Concepts and Applications	%ile	66	73	72	71	66
	No.	3,521	3,242	2,976	2,845	2,503
Total Mathematics	**%ile**	**65**	**63**	**68**	**67**	**64**
	No.	3,520	3,241	2,968	2,840	2,502
Total Battery	**%ile**	**65**	**64**	**65**	**66**	**61**
	No.	3,447	3,174	2,919	2,771	2,448
Study Skills	%ile	60	50	60	55	52
	No.	3,529	3,251	2,976	2,828	2,494
Spelling	%ile	50	47	51	52	47
	No.	3,539	3,235	2,982	2,835	2,513
Science	%ile	66	79	66	69	57
	No.	3,533	3,241	2,975	2,826	2,492
Social Studies	%ile	67	64	67	64	58
	No.	3,522	3,241	2,973	2,825	2,490

Anchorage School District Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	63	64	64	54	52
	Total Lang. Arts	63	63	56	54	52
	Total Mathematics	67	69	62	61	58
	Total Battery	65	66	61	-	-
6	Total Reading	60	61	61	58	57
	Total Lang. Arts	65	66	63	57	55
	Total Mathematics	67	68	67	62	61
	Total Battery	65	66	64	-	-
8	Total Reading	64	63	63	59	59
	Total Lang. Arts	59	57	55	62	62
	Total Mathematics	63	64	62	59	58
	Total Battery	64	64	62	-	-
11	Total Reading	58	58	58	62	60
	Total Lang. Arts	53	51	53	-	-
	Total Mathematics	64	63	63	62	60
	Total Battery	61	60	60	-	-

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Anchorage School District Achievement

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	2,303	2,319	2,295	2,164	2,184
SAT	Percent Tested	56%	57%	55%	54%	53%
	Verbal	526	522	528	449	433
	Math	533	527	529	505	487
ACT	Percent Tested	26%	26%	30%	32%	28%
	English	22.5	21.8	22.0	21.9	21.8
	Math	23.9	23.6	22.7	22.4	21.9

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.87	0.88	0.98	0.96
Mathematics	0.84	0.79	0.66	0.41
Science	0.85	0.80	0.64	0.41
Social Studies	0.85	0.87	0.62	0.87
Others	1.83	1.80	2.21	2.11
Total	5.25	5.14	5.11	4.75

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	2,671	28.9%	40.8%	30.2%	66	66
	Lang. Arts	2,655	22.5%	35.5%	42.0%	58	66*
	Math	2,655	27.1%	33.9%	39.0%	64	69*
5	Reading	2,512	30.3%	42.2%	27.5%	67	66*
	Lang. Arts	2,501	19.4%	40.7%	39.9%	66	74*
	Math	2,494	34.7%	40.9%	24.3%	71	67*
6	Reading	2,607	32.3%	41.5%	26.2%	65	63*
	Lang. Arts	2,602	32.2%	41.8%	26.0%	71	69*
	Math	2,601	24.8%	39.6%	35.7%	65	69*
7	Reading	2,422	23.0%	45.3%	31.8%	63	65*
	Lang. Arts	2,424	34.1%	42.6%	23.3%	68	64*
	Math	2,418	33.4%	45.3%	21.3%	71	67*
8	Reading	2,010	27.4%	48.0%	24.6%	66	65
	Lang. Arts	2,001	31.4%	45.1%	23.5%	64	61*
	Math	2,017	32.0%	48.1%	19.8%	69	65*
9	Reading	2,212	31.4%	46.0%	22.6%	66	63*
	Lang. Arts	2,217	25.2%	46.3%	28.5%	61	62*
	Math	2,219	20.3%	46.2%	33.4%	67	71*
10	Reading	2,222	24.1%	45.4%	30.6%	66	68*
	Lang. Arts	2,219	29.7%	45.3%	25.0%	62	61*
	Math	2,236	27.7%	49.3%	23.0%	71	69*
11	Reading	1,948	36.4%	44.3%	19.3%	68	62*
	Lang. Arts	1,956	35.3%	46.3%	18.4%	62	56*
	Math	1.966	33.4%	45.6%	21.0%	70	66*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	3,240	30.7	36.6	32.6	65	65
	Lang. Arts	3,214	24.2	30.7	45.1	57	65*
	Math	3,226	29.1	29.3	41.6	64	69*
5	Reading	2,955	33.2	36.7	30.1	66	64*
	Lang. Arts	2,942	20.8	36.7	42.5	64	72*
	Math	2,936	36.8	35.9	27.3	71	67*
6	Reading	3,100	34.3	36.6	29.1	63	62*
	Lang. Arts	3,097	35.0	37.0	28.1	69	67*
	Math	3,095	26.7	35.6	37.7	65	69*
7	Reading	2,981	25.5	39.0	35.5	63	66*
	Lang. Arts	2,982	37.2	36.8	26.1	68	64*
	Math	2,973	36.9	39.3	23.8	71	67*
8	Reading	2,729	29.9	42.6	27.5	67	66*
	Lang. Arts	2,718	34.4	40.4	25.2	64	61*
	Math	2,735	35.2	42.2	22.6	69	65*
9	Reading	2,441	34.2	41.3	24.5	65	62*
	Lang. Arts	2,442	28.1	41.0	31.0	60	61
	Math	2,445	22.6	41.2	36.2	67	71*
10	Reading	2,377	26.3	41.1	39.5	65	67*
	Lang. Arts	2,378	32.8	39.3	27.9	61	60
	Math	2,398	30.5	43.2	26.3	71	69*
11	Reading	2,098	39.7	39.5	20.8	67	61*
	Lang. Arts	2,104	37.9	41.3	20.8	61	55*
	Math	2,113	36.9	40.4	22.7	70	66*

* Indicates Significant Difference in Means at .05 level.

Table 130

Abbott Loop School Overview

Statement of Program

Abbott Loop Elementary School houses a K-6 traditional program with a full-day kindergarten program. Abbott Loop emphasizes academic achievement and mastery of the basics for all students. The academic staff includes classroom teachers, music teacher, P. E. teacher, librarian, and bilingual tutors. A full time nurse is also available. An art teacher, orchestra teacher, speech specialist and psychologist provide instruction and services. Special education teachers provide both in-class and individualized instruction.

Abbott Loop has a student assistant team and is a partner in the student advocate team which consists of a community medical representative, social worker, counselor, and the school nurse. The team meets once a month to hear school cases that do not meet student assistance case requirements or needs.

Abbott Loop's traditional setting, aimed at a variety of teaching styles and learning styles, provides the following: a curriculum designed to offer a variety of options and experiences; a discipline policy aimed at pupil responsibility for appropriate behavior; activities that promote self direction, mutual respect, decision making, critical thinking, and net worth; a comprehensive evaluation process based on planning and selection of appropriate materials to note growth and outcomes. Abbott Loop also has a before and after school child care program.

SCHOOL GOALS

Goal	Level of Achievement
Increase spelling scores by three percentile points on the CAT in Grades 3 - 6.	Partially Attained
Increase reading by a 3 - 5% growth in percentile in grades 3 - 6 and District Assessment in grades 1 and 2.	Attained
Increase parental and community awareness and involvement.	Attained

BUDGET*

1996-97 Expenditures	$1,906,209
1997-98 Budgeted Amount	$1,944,684
1998-99 Adopted Budget	$1,904,436

*Dollars budgeted or expended are general fund only.

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Abbott Loop School Overview

Abbott Loop School Report Card Statement

Abbott Loop Elementary School **Mary Boxx**

Abbott Loop Elementary continues to be a student centered learning environment. This year our school also included an intensive needs component. This program enabled us to further focus on our goal of diversity awareness. The population of this was our own students. Abbott Loop parents and staff arrived at the selection of our three goals for the 1997-98 school year and offer the below summary of the same.

Spelling
Teachers used a variety of spelling strategies and developmental strategies for students in grades 1-3. Parents assisted in monitoring growth in various word patterns. Teachers are aware that additional work in this area must continue.

Reading Comprehension
- Developed school wide reading plan.
- Worked with reading teacher to identify reluctant and struggling readers.
- Shared reading strategies to be used at home.
- Grade level round tables for sharing (grades 4-6).
- Whole school recreational reading program "Read Around the World."
- Daily focus on beginning phonics (grades K-2).
- Literature circles (grades 1-3).
- Guest Readers
- Book Talks
- Cross-age tutoring.

Much more resources and intervention were implemented with this goal.

Multi-Culture - Focusing on Diversity
This goal allowed us to reach out not only to parents of our students but to our community resources. Some of the following activities occurred:
- Community presenters on costumes, dance, and cuisine.
- Each classroom represented a region of the world "An Evening Tour Around the World" was a community highlight.
- Olympic Assembly - Used the Olympic pledge to reinforce respect and appreciation for differences.
- Assemblies with student and community participation.

Our students became richer in their awareness and appreciation. Different doesn't mean less worthy. Celebrate diversity daily through simple respect.

We are grateful to staff, students, parents, and community for the effort in all three of our goals.

Abbott Loop School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
523	108%	88	11	73

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
518.2	548.8	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	13	-
Intermediate	-	5	2
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.5
Classroom Teachers	22.0	Teacher Assistants/Aides	2.5
Special Education Teachers	4.0	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Intensive Needs site

Abbott Loop School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
334	66	63	47	28	204	538
62.1%	12.3%	11.7%	8.7%	5.2%	37.9%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	532	172	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.4%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
532	43	19	29	50	141	26.5

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	80	55	73	30	375	613
% in One Sch.	76.25%	81.82%	73.97%	90.00%	83.73%	81.73%
% in Same Sch.	50.00%	69.09%	60.27%	76.67%	60.00%	60.36%

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Abbott Loop School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	63	56	36
	No.	73	78	62	79
Reading Comprehension	%ile	45	68	60	45
	No.	82	77	62	79
Total Reading	**%ile**	**50**	**66**	**60**	**41**
	No.	73	77	62	79
Language Mechanics	%ile	43	63	62	58
	No.	73	77	62	79
Language Expression	%ile	53	70	61	46
	No.	80	77	62	79
Total Language	**%ile**	**49**	**69**	**61**	**51**
	No.	73	77	62	79
Math Computation	%ile	49	61	47	41
	No.	82	78	62	79
Math Concepts and Applications	%ile	47	74	61	50
	No.	82	78	62	79
Total Mathematics	**%ile**	**48**	**70**	**55**	**45**
	No.	82	78	62	79
Total Battery	%ile	**50**	**70**	**61**	**44**
	No.	71	76	62	79
Word Analysis	%ile	48			
	No.	73			
Study Skills	%ile		75	55	55
	No.		77	62	79
Spelling	%ile	42	68	47	37
	No.	80	77	62	79
Science	%ile	49	67	57	41
	No.	79	78	62	79
Social Studies	%ile	52	64	64	48
	No.	79	77	62	79

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	66	59	45	46	40
4	Total Lang. Arts	69	55	46	46	37
4	Total Mathematics	70	65	58	49	41
6	Total Reading	41	52	53	53	49
6	Total Lang. Arts	51	62	55	54	53
6	Total Mathematics	45	61	56	64	51

Abbott Loop School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	63	20.6	36.5	42.9	63	67
	Lang. Arts	63	7.9	33.3	58.7	50	69*
	Math	61	11.5	21.3	67.2	52	73*
5	Reading	42	28.6	54.8	16.7	63	61
	Lang. Arts	42	31.0	40.5	28.6	57	63
	Math	42	38.1	47.6	14.3	69	56*
6	Reading	54	38.9	35.2	25.9	46	44
	Lang. Arts	53	26.4	45.3	28.3	53	53
	Math	53	39.6	35.8	24.5	50	48

* Indicates Significant Difference in Means at .05 level.

Table 131

Airport Heights School Overview

Statement of Program

Airport Heights Elementary provides a complete school experience for children grades K-6 including both regular and special education. Each child receives regular scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning and an optimistic approach to the future.

SCHOOL GOALS

Goal	Level of Achievement
Increase achievement in spelling.	Attained
Increase reading vocabulary and comprehension.	Partially Attained
Promote a safer environment.	Attained
Increase the physical technological capabilities at the school.	Attained

BUDGET*

1996-97 Expenditures	$1,270,371
1997-98 Budgeted Amount	$1,367,527
1998-99 Adopted Budget	$1,328,995

*Dollars budgeted or expended are general fund only.

Airport Heights School Overview

School Report Card Statement

Airport Heights Elementary School **Karen Reeve**

This year the school had four significant goals to work on. We established our goals through a needs assessment survey and collaborative meeting with our parents and teachers. We embarked on a mission to: 1.) improve reading comprehension; 2.) improve spelling achievement; 3.) improve school climate; and 4.) acquire modern technology for our school.

In addition to the School Report Card Goal in reading we developed a primary reading plan to support the Anchorage School District goal to have every student reading independently by third grade. We identified the struggling young readers, provided on-going assessment, extra instruction in reading, and purchased materials. We were successful in meeting our goal of 70% of our students making a year's growth in a year's time. Eighty-one percent (81%) of our students made a year's growth in reading. We did fall short on our goal of having 100 students complete our recreational reading program. Eighty-six (86) students read daily for five months.

We addressed our spelling goal by developing a balanced spelling program that included instruction in spelling patterns and rules, spelling within the context of writing, and high frequency words. Possible instructional issues to pursue to improve spelling test scores and skills include setting a writing goal and test taking skills in editing.

The school safety goal evolved throughout the year. Staff participation in training in developing assets in youth resulted in an emphasis on after school activities. We were very successful in increasing the number of extra curricular opportunities available to students. We have further work to do in this area. We need to develop a plan that includes conflict resolution skills, developing assets and social skills.

Our Net Day was a tremendous success. Through the combined efforts of the staff, parents and community we are finally going to join the information super highway.

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Airport Heights School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
343	95%	71	7	41

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
323.1	344.4	93.8%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	-	6	-
Intermediate	-	4	-
Combination	1	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.875
Classroom Teachers	13.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Teacher Assistants/Aides	1.0
Special Education Teachers	5.0	Bilingual Tutor	1.0
Music Teachers	.8	Clerical Support Staff	1.0
Art Teachers	.4	Custodians	2.0
Physical Education Teachers	.8		
Nurses	.5		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Intensive Needs Site

Airport Heights School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
192	40	57	31	33	161	353
54.4%	11.3%	16.2%	8.78%	9.35%	45.6%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	343	152	44%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	1	3
Percent Not Promoted	1.7%	0%	0%	1.8%	0%	2.0%	1.0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
343	31	26	39	38	134	39.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	68	32	52	35	216	403
% in One Sch.	73.53%	75.00%	61.54%	88.57%	76.85%	75.19%
% in Same Sch.	60.29%	59.38%	59.62%	74.29%	62.50%	62.53%

Airport Heights School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	39	54	60	43
	No.	29	52	35	43
Reading Comprehension	%ile	49	60	54	63
	No.	29	52	35	43
Total Reading	**%ile**	**43**	**58**	**58**	**56**
	No.	29	52	35	43
Language Mechanics	%ile	31	65	75	60
	No.	29	52	35	43
Language Expression	%ile	33	60	63	59
	No.	29	52	35	43
Total Language	**%ile**	**31**	**64**	**71**	**61**
	No.	29	52	35	43
Math Computation	%ile	60	56	53	61
	No.	29	52	35	43
Math Concepts and Applications	%ile	56	64	60	60
	No.	29	52	35	42
Total Mathematics	**%ile**	**60**	**63**	**58**	**60**
	No.	29	52	35	42
Total Battery	**%ile**	**42**	**62**	**64**	**58**
	No.	29	52	35	42
Word Analysis	%ile	35			
	No.	29			
Study Skills	%ile		68	60	57
	No.		52	35	42
Spelling	%ile	37	50	49	33
	No.	29	52	35	43
Science	%ile	48	55	48	42
	No.	29	52	35	42
Social Studies	%ile	51	46	63	51
	No.	29	52	35	42

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	58	55	46	48	44
4	Total Lang. Arts	64	54	36	43	46
4	Total Mathematics	63	55	36	41	48
6	Total Reading	56	49	53	43	59
6	Total Lang. Arts	61	60	57	48	56
6	Total Mathematics	60	57	68	44	56

Airport Heights School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	40	17.5	50.0	32.5	58	61
	Lang. Arts	40	12.5	25.0	62.5	50	67*
	Math	40	22.5	40.0	37.5	64	64
5	Reading	29	24.1	48.3	27.6	61	60
	Lang. Arts	31	16.1	29.0	54.8	57	70*
	Math	31	29.3	48.4	22.6	60	60
6	Reading	36	27.8	33.3	38.9	53	61
	Lang. Arts	36	27.8	27.8	44.4	54	65*
	Math	35	17.1	31.4	51.4	48	62*

* Indicates Significant Difference in Means at .05 level.

Table 132

Alpenglow School Overview

Statement of Program

Alpenglow Elementary School offers a complete K-6 instructional program to all students. In its initial year of operation, the Alpenglow staff and community have developed emphasis in the following areas:

- Implementation of a new math pilot program designed to conform to new NCTM standards
- Science: focus on the new Earth Science program
- Technology: emphasis on a training program for students, staff, and community, and to incorporate technology as a tool across the curriculum

Additionally, Alpenglow emphasizes process writing within the context of an integrated whole language program. The instructional environment consists of self-contained classrooms, including Special Education Resource which utilizes both classroom and resource room delivery. Alpenglow also serves as a receiving site for all gifted enrichment students in the Eagle River/Chugiak area except Homestead.

Overall, the Alpenglow staff is committed to high expectations for students, maximum parental involvement at school, and strong academic achievement.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling achievement.	Attained
To increase student interest and motivation in reading.	Attained
Implement a management and maintenance system in the computer lab to increase efficiency in use and decrease downtime.	Attained

BUDGET*

1996-97 Expenditures	$1,797,695
1997-98 Budgeted Amount	$1,938,983
1998-99 Adopted Budget	$1,897,229

*Dollars budgeted or expended are general fund only.

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Alpenglow School Overview

School Report Card Statement

Alpenglow **Larry Huff**

The 1997-98 school year at Alpenglow was a very successful one. The three school goals were addressed cooperatively with the staff, parents and the community to achieve the expected outcomes. School and community commitment to the goals in spelling, reading, and technology was high. Parents actively worked with staff to plan, facilitate and implement activities to ensure success in all goal areas. Overall test scores for the school were well above last year's scores, and significantly above both ASD scores and national norms. Our overall school program was enhanced and will continue to benefit from the work done in achieving these goals. The real gain from the development of goals is in internalizing the positive growth realized and incorporating these activities into standard ongoing school practices.

Alpenglow School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
593	114%	55	39	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
569.7	593.6	95.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	13	-
Intermediate	1	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	23.0	Bilingual Tutor	.16
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.2		
Gifted Teachers	2.0		
Nurses	.7		

Special Programs: Bilingual Ed., Gifted, Computer Labs

Alpenglow School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
538	14	11	12	22	59	597
90.1%	2.35%	1.84%	2.01%	3.69%	9.88%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	593	28	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	1	0	0	2
Percent Not Promoted	0%	0%	1.2%	1.1%	0%	0%	.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
593	67	36	11	20	134	22.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	13	14	16	24	575	642
% in One Sch.	69.23%	85.71%	62.50%	75.00%	86.78%	85.36%
% in Same Sch.	53.85%	64.29%	56.25%	70.83%	68.35%	67.76%

Alpenglow School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	78	76	73	62
	No.	78	89	82	90
Reading Comprehension	%ile	81	73	74	73
	No.	78	88	82	90
Total Reading	**%ile**	**81**	**76**	**76**	**69**
	No.	78	88	82	90
Language Mechanics	%ile	60	72	82	84
	No.	78	87	82	90
Language Expression	%ile	83	74	78	71
	No.	78	87	82	90
Total Language	**%ile**	**75**	**75**	**81**	**79**
	No.	78	87	82	90
Math Computation	%ile	78	78	55	76
	No.	78	89	82	89
Math Concepts and Applications	%ile	79	79	75	73
	No.	78	88	81	89
Total Mathematics	**%ile**	**82**	**81**	**69**	**75**
	No.	78	88	81	89
Total Battery	**%ile**	**81**	**79**	**80**	**75**
	No.	78	87	81	89
Word Analysis	%ile	71			
	No.	77			
Study Skills	%ile		77	71	70
	No.		89	82	89
Spelling	%ile	69	66	60	57
	No.	78	88	82	90
Science	%ile	82	76	62	61
	No.	78	89	81	89
Social Studies	%ile	76	70	75	63
	No.	77	89	81	89

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	76	77	79	N/A	N/A
4	Total Lang. Arts	75	77	76	N/A	N/A
4	Total Mathematics	81	80	84	N/A	N/A
6	Total Reading	69	64	69	N/A	N/A
6	Total Lang. Arts	79	66	71	N/A	N/A
6	Total Mathematics	75	67	67	N/A	N/A

Alpenglow School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	69	36.2	34.8	29.0	81	76
	Lang. Arts	67	32.8	37.3	29.9	75	76
	Math	67	22.4	44.8	32.8	80	82
5	Reading	66	33.3	37.9	28.8	78	77
	Lang. Arts	65	26.2	40.0	33.8	77	81
	Math	64	46.9	28.1	25.0	81	72*
6	Reading	73	23.3	45.2	31.5	69	70
	Lang. Arts	73	17.8	49.3	32.9	76	81*
	Math	72	11.1	38.9	50.0	58	75*

* Indicates Significant Difference in Means at .05 level.

Table 133

Aurora School Overview

Statement of Program

Aurora Elementary School is located on Elmendorf Air Force Base and provides a complete program of instruction to our K-6 student population of military personnel. Realizing that military personnel are moved quite often all over the world, we emphasize teaching the basics. We utilize creativity in our instructional program, along with positive self esteem activities, all within a structured and disciplined atmosphere. Aurora is a child centered school that believes in student achievement in academic areas as well as special activities and appropriate behavior standards. Aurora staff willingly assists students in all areas of development.

SCHOOL GOALS

Goal	Level of Achievement
To develop a school-wide recreational reading program	Attained
80% of students in grades 1-6 will master 75% of the words on grade level spelling benchmarks.	Partially Attained
Implement the Project Achieve program school-wide during the next two school years.	Partially Attained

BUDGET*

1996-97 Expenditures	$137,008
1997-98 Budgeted Amount	$1,690,365
1998-99 Adopted Budget	$1,651,702

*Dollars budgeted or expended are general fund only.

Aurora School Overview

School Report Card Statement

Aurora Elementary School **Linda Contreras**

Aurora was successfully reopened this past fall after a year's renovation, with considerable effort on the part of office staff, support staff, and parents. The uniqueness of the renovation project and the combining of students and staff from four different schools made this a challenging adventure. Parents, students, and staff worked to build a sound educational program with enrichment activities such as field trips, assemblies, book fairs, barbecues, read-ins, talent show, 5/6 Trivia and Math Derby, and many others. We succeeded in making parents and students feel welcome and appreciated.

Our goal to develop a recreational reading program entitled, "Grow With Reading" was a huge success, with top classes reading 32,883 minutes in primary and 42,413 in intermediate over the six weeks. The result was a combination of efforts by parents, students, and staff at home and school.

Our spelling benchmark goal was well-received by parents. Teachers and parents appreciated how the process showed the spelling development of each child. Interestingly enough, students that spent the entire year at Aurora, from August through May, mastered a higher percentage of words than those students here for less of the year. This data supports our strong spelling and writing program. Parents and staff would like to continue the use of spelling benchmarks next year.

The implementation of Project Achieve and a supporting Step Plan was originally set by the staff as a two year goal (97/98 and 98/99) because of the amount of staff, student, and parent training necessary. Staff surveys have made suggestions for improvement of training, implementation in the classroom, and "fine-tuning" paperwork and procedures with both Project Achieve and the Step Plan. Two more grants for 1998/99 have been applied for to help facilitate this process.

Overall, we feel we have had a very successful and productive school year. The school is attractive, welcoming, with staff and students blending remarkably well. We have come a long way since last August.

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Aurora School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
530	95%	82	12	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
513.4	532.7	96.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	9	-
Intermediate	2	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	21.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	.9		
Art Teachers	.6		
Physical Education Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Intensive Needs Site, Slingerland by grades (1-3)

Aurora School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
427	51	5	29	18	103	530
80.6%	9.6%	.9%	5.5%	3.4%	19.4%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	530	150	28%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	1	0	0
Percent Not Promoted	0%	0%	0%	0%	1.5%	0%	0.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
530	70	65	33	37	205	38.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	5	32	62	24	496	619
% in One Sch.	80.00%	81.25%	75.81%	66.67%	73.99%	74.31%
% in Same Sch.			Closed for renovation 1996-97			

Aurora School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	61	49	56
	No.	77	70	66	71
Reading Comprehension	%ile	64	65	58	64
	No.	77	70	65	70
Total Reading	**%ile**	**63**	**64**	**55**	**61**
	No.	77	70	65	70
Language Mechanics	%ile	45	61	64	69
	No.	77	70	65	71
Language Expression	%ile	65	60	58	60
	No.	77	70	65	71
Total Language	**%ile**	**55**	**61**	**62**	**65**
	No.	77	70	65	71
Math Computation	%ile	64	66	45	67
	No.	77	70	66	71
Math Concepts and Applications	%ile	70	74	62	61
	No.	76	70	66	71
Total Mathematics	**%ile**	**69**	**73**	**55**	**64**
	No.	76	70	66	71
Total Battery	**%ile**	**64**	**67**	**60**	**64**
	No.	76	70	64	70
Word Analysis	%ile	64			
	No.	77			
Study Skills	%ile		72	56	64
	No.		70	66	71
Spelling	%ile	59	65	55	51
	No.	77	70	66	71
Science	%ile	69	61	49	54
	No.	76	70	66	71
Social Studies	%ile	65	60	60	58
	No.	76	70	66	71

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	64	N/A	55	48	40
4	Total Lang. Arts	61	N/A	53	58	52
4	Total Mathematics	73	N/A	65	60	48
6	Total Reading	61	N/A	48	62	59
6	Total Lang. Arts	65	N/A	60	62	62
6	Total Mathematics	64	N/A	66	60	65

Aurora School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading						
	Lang. Arts						
	Math						
5	Reading						
	Lang. Arts		School	closed	1996-97		
	Math						
6	Reading						
	Lang. Arts						
	Math						

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Table 134

Baxter School Overview

Statement of Program

Baxter Elementary School provides a complete K-6 program of instruction for its students. The school staff includes a librarian, physical education teacher, music teacher, special education teachers, bilingual tutor, as well as part-time services of a nurse, art teacher, speech/language specialist, school psychologist, and band and orchestra instructors. The school also houses the Community School program for the Baxter area. A before and after school child care program is available for working Baxter parents.

Baxter is dedicated to offering the students of the area a well-rounded education with an emphasis on academic achievement in the basics and a balanced program that includes instruction in art, music, physical education, and an introduction to technology. A wide variety of after school activities are provided to enrich our students' elementary years. Baxter has a 1-6 grade Slingerland program for neighborhood and district-wide students with specific language needs.

Baxter is a neighborhood school and as such we recognize that a program cannot operate without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Promote the use and availability of technology.	Attained
Improve the science/math performance of students in all grades.	Not Attained
Improve reading abilities and attitudes.	Partially Attained
Increase spelling scores by three percentile points.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,722,588
1997-98 Budgeted Amount	$1,623,011
1998-99 Adopted Budget	$1,706,081

*Dollars budgeted or expended are general fund only.

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Baxter School Overview

School Report Card Statement

Baxter Elementary School **Todd Hess**

Baxter is a K-6 elementary school. Our student population totals 520 students with a minority population of 32%. We have an active PTA and they, in conjunction with the Baxter Community School, work together to provide numerous enrichment activities for our students. After school athletic activities are common. After school drama, tutoring, choral groups, along with visiting artists and authors are additional activities supported and sponsored by our PTA and Community School.

We are fortunate to have parent and community volunteers assist teachers and students on a daily basis. Last year over 100 school and community volunteers assisted our school in their NetDay. The hope was that students would now have the opportunity to apply a broader range of technology skills in their daily school assignments. As evidenced by the student survey we made significant progress in this area.

Our most important task is providing students with a quality instructional program. Our school adopted goals in science, math, and technology in an effort to challenge students and promote excellence in their academic achievement. Through inquiry based learning projects our students made significant progress throughout the year. Substantial growth in all subject areas was demonstrated through student projects, academic grades, and a variety of assessment tools.

The CAT scores indicated similar performance in most areas from this year to last. Our goal was to improve in that performance area, but we do recognize that is only one reference point when evaluating a student's progress and potential. Our school will continue to focus on math, science, and technology in an effort to promote and encourage student excellence.

Baxter School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
521	103%	81	16	34

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
493.5	520.3	94.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	7	-
Intermediate	-	9	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	20.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.5	Custodians	2.50
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Community School, Computer labs, Indian Ed., Slingerland by grades (1-6), Title I

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Baxter School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
330	71	62	27	30	190	520
63.5%	13.7%	11.9%	5.2%	5.8%	36.5%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	521	153	29%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	0	1	0	3
Percent Not Promoted	3.5%	0%	0%	0%	1.3%	0%	.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
521	34	38	47	65	184	35.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	69	31	91	37	372	600
% in One Sch.	68.12%	87.10%	62.64%	75.68%	80.65%	76.50%
% in Same Sch.	55.07%	80.65%	48.35%	56.76%	60.48%	58.83%

Baxter School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	60	52	52
	No.	57	83	69	84
Reading Comprehension	%ile	51	55	54	58
	No.	57	84	69	82
Total Reading	**%ile**	**52**	**59**	**55**	**57**
	No.	57	83	69	82
Language Mechanics	%ile	45	51	74	66
	No.	56	84	69	84
Language Expression	%ile	50	54	58	58
	No.	57	84	69	84
Total Language	**%ile**	**46**	**52**	**68**	**63**
	No.	56	84	69	84
Math Computation	%ile	53	51	54	62
	No.	58	84	69	84
Math Concepts and Applications	%ile	49	61	65	58
	No.	58	84	69	84
Total Mathematics	**%ile**	**51**	**57**	**62**	**60**
	No.	58	84	69	84
Total Battery	**%ile**	**51**	**57**	**64**	**60**
	No.	56	83	69	82
Word Analysis	%ile	42			
	No.	57			
Study Skills	%ile		64	54	58
	No.		84	69	81
Spelling	%ile	49	55	51	51
	No.	57	84	69	84
Science	%ile	55	57	49	47
	No.	56	84	69	80
Social Studies	%ile	53	53	60	55
	No.	56	84	69	81

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	59	58	54	51	56
4	Total Lang. Arts	52	58	43	48	61
4	Total Mathematics	57	72	60	60	65
6	Total Reading	57	57	65	47	55
6	Total Lang. Arts	63	60	65	52	54
6	Total Mathematics	60	64	58	49	56

Baxter School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	62	32.3	41.9	25.8	60	60
	Lang. Arts	63	34.9	33.3	31.7	54	52
	Math	63	30.2	36.5	33.3	58	56
5	Reading	55	29.1	41.8	29.1	55	56
	Lang. Arts	55	20.0	30.9	49.1	57	71*
	Math	55	34.5	38.2	27.3	70	66
6	Reading	64	23.4	39.1	37.5	52	57
	Lang. Arts	65	35.4	33.8	30.8	66	63
	Math	65	30.8	44.6	24.6	63	60

* Indicates Significant Difference in Means at .05 level.

Table 135

Bayshore School Overview

Statement of Program

Bayshore Elementary School provides a complete K-6 program of instruction for the students. The staff includes special education resource teachers, special education teacher aides, nurse, school psychologist, speech/language specialist, bilingual tutor, classroom music teacher, band/orchestra teachers, and an art teacher.

Bayshore has full-day kindergarten and is dedicated to offering the students of the area a well-rounded educational program with emphasis placed on mastery of the basic subjects as well as music, art, and a complete after school activities program.

SCHOOL GOALS

Goal	Level of Achievement
Identify underachieving readers based on fluency.	Attained
Provide remedial reading assistance to identified underachieving students.	Partially Attained
Improve spelling skills of students in grades 2-6.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,965,480
1997-98 Budgeted Amount	$1,945,266
1998-99 Adopted Budget	$1,919,184

*Dollars budgeted or expended are general fund only.

Bayshore School Overview

School Report Card Statement

Bayshore Elementary School **Fred Giddings**

Bayshore continues to have a high level of parent participation and support both at school and in the home. It is one of the few remaining "neighbor-hood schools" to which most children walk because it is in the geographic center of the community. It remains a stable community with one of the lowest transient rates in the city.

This year the staff and principal applied for and received grant money to focus on a school wide reading assessment goal. We wanted quantifiable data that would give us a classroom and grade level profile of student reading performance. Curriculum based reading probes were developed from reading samples taken from material the students were utilizing in the classrooms. The reading probes provided information relative to reading fluency for each child in grades K through 6, by determining words read correctly in a timed setting. From this data we were able to determine which children were struggling with reading. We focused our efforts and resources on those children in the lowest twenty-fifth percentile. Our data taken again in the winter and spring clearly demonstrates a significant numbers of students in the lower quartile were reading more words per minute and with greater accuracy. Our goal of identifying and remediating underachieving reading was highly successful. We are quite pleased and proud of this accomplishment.

Thanks to a district wide focus on reading we were able to purchase materials appropriate for emergent readers in grade K through 2. With grant funds received from the school psychologists professional organization (SPRUCE) we were able to build a resource center for this material and make it available to all teachers. It is our expectation to continue this reading goals next year.

Our student population continues to grow each year. This year we finish the year at 532 children. We continue our commitment to keeping class size as small as possible in grades K through 2. As a result our class sizes in grades 3 through 6 are far too large.

Bayshore School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
515	108%	60	36	40

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
496.9	523.2	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	11	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	21.0	Teacher Assistants/Aides	2.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	2.5	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.50
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Computer labs, Full Day Kindergarten, Indian Ed., Title I

Bayshore School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
406 78.1%	13 2.5%	23 4.4%	55 10.6%	23 4.4%	114 21.9%	520

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	512	43	8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	0	0	0	3
Percent Not Promoted	2.4%	0%	2.5%	0%	0%	0%	0.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
515	43	33	11	20	107	20.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	26	60	13	23	445	567
% in One Sch.	84.62%	80.00%	100.00%	100.00%	84.27%	84.83%
% in Same Sch.	84.62%	71.67%	69.23%	73.91%	64.04%	66.31%

Bayshore School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	67	75	69	63
	No.	84	72	63	55
Reading Comprehension	%ile	66	71	68	76
	No.	85	72	53	55
Total Reading	**%ile**	**68**	**75**	**71**	**72**
	No.	84	72	53	55
Language Mechanics	%ile	60	79	76	84
	No.	85	72	53	53
Language Expression	%ile	69	76	73	68
	No.	84	72	53	55
Total Language	**%ile**	**65**	**79**	**76**	**80**
	No.	84	72	53	53
Math Computation	%ile	75	76	71	75
	No.	84	72	53	53
Math Concepts and Applications	%ile	70	86	78	83
	No.	85	72	53	53
Total Mathematics	**%ile**	**75**	**84**	**77**	**79**
	No.	84	72	53	53
Total Battery	**%ile**	**71**	**81**	**78**	**80**
	No.	82	72	53	52
Word Analysis	%ile	72			
	No.	85			
Study Skills	%ile		78	69	80
	No.		72	53	54
Spelling	%ile	67	78	56	66
	No.	85	72	53	55
Science	%ile	70	78	64	69
	No.	85	72	53	54
Social Studies	%ile	68	79	67	72
	No.	85	72	53	54

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	75	67	72	65	67
4	Total Lang. Arts	79	74	67	62	70
4	Total Mathematics	84	89	84	76	78
6	Total Reading	72	64	68	65	64
6	Total Lang. Arts	80	67	71	60	65
6	Total Mathematics	79	79	76	62	70

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Bayshore School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	60	26.7	41.7	31.7	75	73
	Lang. Arts	60	25.0	38.3	36.7	74	79*
	Math	60	18.3	28.3	53.3	74	84*
5	Reading	47	19.1	44.7	36.2	68	70
	Lang. Arts	47	14.9	51.1	34.0	73	76
	Math	47	63.8	27.7	8.5	89	76*
6	Reading	47	25.5	55.3	19.1	73	73
	Lang. Arts	45	35.6	35.6	28.9	81	81
	Math	45	22.2	44.4	33.3	78	80

* Indicates Significant Difference in Means at .05 level.

Table 136

Bear Valley School Overview

Statement of Program

Bear Valley is a proud member of the Anchorage School District promoting excellence in education for students from kindergarten through sixth grade. Our mission is to promote a true sense of pride, respect and responsibility. Students are recognized as individuals having individual strengths and needs. Our instructional practices support this common belief. By emphasizing the necessity of working together with a cooperative spirit, students are taught the benefits of problem solving with a team approach. Challenges are set forth with the focus of success as our uncompromising standard.

Our well rounded curriculum contains art, music, band, orchestra, library skills, computer skills instruction and physical education as well as core curriculum subjects. Special needs students are incorporated into the regular program while allowing the flexibility for direct instruction to be addressed in the least restrictive and more supportive environment as is appropriate for the learner.

With a particular focus on technology within our school, the students of the Bear Valley community are being prepared for the work force of tomorrow, today. The guiding philosophy supporting this emerging technology at Bear Valley is the effective utilization of "technological tools" as devices which support and enhance the curriculum.

Parent and community involvement, participation and support of our exceptional teaching and classified staff are key ingredients to Bear Valley's fine educational program and positive learning environment.

SCHOOL GOALS

Goal	Level of Achievement
Enhance the partnership between community and school.	Attained
To improve overall reading scores.	Attained
Implement "Everyday Mathematics."	Attained
Increase students' spelling competence.	Attained

BUDGET*

1996-97 Expenditures	$1,811,149
1997-98 Budgeted Amount	$1,691,762
1998-99 Adopted Budget	$1,636,355

*Dollars budgeted or expended are general fund only.

Bear Valley School Overview

School Report Card Statement

Bear Valley Elementary School **Kevin Hoyer**

Nestled among the whistling spruce with the majestic Chugach Mountains as its back-drop, Bear Valley Elementary School lies at the confluence of Hillside Drive and Rabbit Creek Road. Since the school's construction in 1984, the Bear Valley staff and community have remained true to the tradition of providing a solid, well rounded educational program that skillfully combines the best of the wisdom from our nation's educational past with the working knowledge of the ever-changing world in which we live. With a tremendous emphasis on a philosophy based on sincere dedication and truly meaningful community/parent support, Bear Valley is committed to, and focused upon, the task of preparing its youth for the coming new century.

The community, parents, staff and students focused on four major goals for the 1997 - 1998 school year. Those were: "Enhance the Partnership Between Community and School," "Reading - to encourage and improve reading vocabulary comprehension skills for all grades and to increase overall reading scores utilizing reliable and accurate assessment instruments," "Math - the successful implementation of 'Everyday Mathematics,'" and "Spelling - students at Bear Valley will become increasingly competent spellers."

The relationship that is maintained between community and school is exemplary by any standard. Though geographically isolated, we have managed to establish four school-business partnerships that are recognized monthly for their efforts in our school newsletter. Students at Bear Valley are recognized as being strong readers with exceptional comprehension skills and above average vocabulary. Our implementation of the "Everyday Mathematics" program has been successful. As a staff, we have discussed issues relevant to the program throughout the year. A key concern that we have addressed is the perceived lack of computation practice for students. This has been addressed by utilizing a district manufactured set of computation practice materials for each grade level as well as supplemental materials. Though it is realized norm referenced tests provide only a "snapshot" of children's abilities, our students consistently achieve scores in the 70th and 80th percentiles.

Bear Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
513	106%	58	59	10

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
484.1	511.0	94.7%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	4	8	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	20.0	Bilingual Tutor	.16
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	1.5	Custodians	2.50
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Community School, Computer labs, Gifted, Indian Ed., Slingerland grade 1, Title I

Bear Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
468	2	26	13	5	46	514
91.1%	.4%	5.1%	2.5%	1.0%	9.0%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	513	19	3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
513	52	28	16	8	104	20.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	31	14	3	5	496	549
% in One Sch.	70.97%	92.86%	66.67%	100.00%	90.12%	89.07%
% in Same Sch.	70.97%	57.14%	66.67%	40.00%	70.97%	70.31%

Bear Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	81	79	79	67
	No.	72	71	86	86
Reading Comprehension	%ile	78	76	81	77
	No.	71	72	86	86
Total Reading	**%ile**	**81**	**79**	**83**	**74**
	No.	71	71	86	86
Language Mechanics	%ile	63	61	85	70
	No.	70	72	86	84
Language Expression	%ile	82	74	83	75
	No.	71	72	86	85
Total Language	**%ile**	**76**	**70**	**86**	**73**
	No.	70	72	86	84
Math Computation	%ile	84	61	84	73
	No.	70	72	86	85
Math Concepts and Applications	%ile	80	79	89	81
	No.	70	71	85	85
Total Mathematics	**%ile**	**85**	**74**	**89**	**77**
	No.	70	71	85	85
Total Battery	**%ile**	**83**	**77**	**89**	**77**
	No.	69	71	85	84
Word Analysis	%ile	65			
	No.	72			
Study Skills	%ile		76	80	69
	No.		72	85	85
Spelling	%ile	68	71	69	60
	No.	71	72	86	86
Science	%ile	78	77	73	72
	No.	70	72	86	86
Social Studies	%ile	81	74	79	72
	No.	69	71	86	86

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	79	81	80	68	72
4	Total Lang. Arts	70	84	78	70	73
4	Total Mathematics	74	82	80	75	75
6	Total Reading	74	71	70	64	76
6	Total Lang. Arts	73	76	75	62	69
6	Total Mathematics	77	79	80	66	73

Bear Valley School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	63	34.9	33.3	31.7	82	81
	Lang. Arts	64	31.3	43.8	25.0	75	72
	Math	62	27.4	37.1	35.5	74	76
5	Reading	71	25.4	40.8	33.8	80	83
	Lang. Arts	71	23.9	38.0	38.0	84	86
	Math	70	17.1	42.9	40.0	82	88*
6	Reading	70	31.4	42.9	25.7	75	72
	Lang. Arts	68	48.5	36.8	14.7	81	73*
	Math	69	37.7	43.5	18.8	83	76*

* Indicates Significant Difference in Means at .05 level.

Table 137

Birchwood School Overview

Statement of Program

Birchwood Anchorage Basic Curriculum School is an alternative program in the Anchorage School District. Birchwood ABC is a highly structured learning operation dedicated to academic excellence. Birchwood ABC School puts primary emphasis on the basic academic skills and subject matter, and on the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through proven academic achievement. Toward this end, the school provides the quiet and orderly environment which many children need in order to learn.

In addition to the Birchwood ABC program, we offer the choice of a half-day or full-day kindergarten. It is anticipated that the ABC program will expand to the seventh grade for the 98/99 school year; with the expected expansion of the eighth grade in
FY 1999-2000.

SCHOOL GOALS

Goal	Level of Achievement
Teachers and parents will strengthen their understanding and use of Spalding techniques to teach reading.	Partially Attained
Maintain or improve the students' spelling.	Partially Attained
Increase the effective use of technology as a learning and teaching tool.	Partially Attained
Increase school relations with the community.	Attained

BUDGET*

1996-97 Expenditures	$1,240,528
1997-98 Budgeted Amount	$1,376,617
1998-99 Adopted Budget	$1,344,330

*Dollars budgeted or expended are general fund only.

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Birchwood School Overview

School Report Card Statement

Birchwood ABC Elementary School **Jan Maki**

The 1997/98 school year has been a busy one at Birchwood ABC School. The full day kindergarten program has been exciting for staff, parents and students to develop this year. The program is extremely successful.

Parents and staff have worked hard to get the seventh grade program advertised and supported for this coming school year. To date, we have 33 students enrolled and ten still on the wait list. This portion of the Birchwood ABC expansion program will begin this next fall. We are anticipating the eighth grade to begin the following school year.

The level of commitment to Birchwood ABC that exists among students, parents and staff is impressive. In order for any program to be successful, each of the components need to be involved and willing to meet the expectations and standards that form the philosophical base of that school. Staff work with students to help them reach their highest potential and to develop a sense of individual responsibility for the acquisitions of their own learning. The teachers also recognize the invaluable participation of parents in the educational success of their children. This may be in the form of parent tutoring activities, study hall supervision, support at home, attendance at assemblies, etc. The importance of this home-school link cannot be too strongly stressed. It is an integral part of what defines the success at Birchwood ABC.

The students are involved academically and socially in the life of the school. They participate in community performances, as well as community service through the Salvation Army Canned Food Drive effort, Operation Santa Claus, loan art work to Carrs – one of our business partners and represented the school positively on field trips and in other activities.

Birchwood ABC is more than a school; it's a way of thinking about education and how we deal with each other as human beings. We are positive, caring and committed to academic excellence.

Birchwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
357	78%	78	11	8

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
346.0	365.3	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	5	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	14.0	Bilingual Tutors	.23
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	3.5	Clerical Support Staff	1.0
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teacher	1.0		
Nurses	.75		

Special Programs: Back to Basics (ABC), Bilingual Ed., Computer Labs , Full-Day Kindergarten, Indian Ed., Intensive Needs Site, Special Ed pre-school, Title I

Birchwood School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
307	8	37	5	7	57	364
84.3%	2.2%	10.2%	1.4%	1.9%	15.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	357	46	12%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
357	40	14	13	20	87	24.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	42	5	8	8	336	399
% in One Sch.	80.92%	40.00%	100.00%	75.00%	85.71%	84.71%
% in Same Sch.	57.14%	60.00%	62.50%	50.00%	60.42%	59.90%

Birchwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	79	91	76	82
	No.	44	49	52	25
Reading Comprehension	%ile	80	87	83	84
	No.	44	49	52	25
Total Reading	**%ile**	**82**	**92**	**81**	**86**
	No.	44	49	52	25
Language Mechanics	%ile	63	86	86	81
	No.	45	50	52	25
Language Expression	%ile	78	88	83	81
	No.	45	50	52	25
Total Language	**%ile**	**73**	**89**	**87**	**83**
	No.	45	50	52	25
Math Computation	%ile	60	84	76	49
	No.	45	50	51	25
Math Concepts and Applications	%ile	67	89	84	84
	No.	45	49	50	25
Total Mathematics	**%ile**	**65**	**91**	**83**	**69**
	No.	45	49	50	25
Total Battery	**%ile**	**77**	**92**	**88**	**81**
	No.	44	49	50	25
Word Analysis	%ile	82			
	No.	44			
Study Skills	%ile		86	75	81
	No.		49	52	24
Spelling	%ile	61	80	69	67
	No.	45	50	52	25
Science	%ile	66	86	66	71
	No.	45	50	52	24
Social Studies	%ile	70	85	82	82
	No.	45	49	52	24

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	92	86	69	65	72
4	Total Lang. Arts	89	86	71	69	65
4	Total Mathematics	91	88	59	57	65
6	Total Reading	86	84	81	69	69
6	Total Lang. Arts	83	84	79	69	69
6	Total Mathematics	69	85	75	64	78

Birchwood School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	39	23.1	25.6	51.3	87	92*
	Lang. Arts	39	15.4	28.2	56.4	74	91*
	Math	39	15.4	23.1	61.5	76	91*
5	Reading	34	26.5	47.1	26.5	83	82
	Lang. Arts	34	20.6	47.1	32.4	82	88*
	Math	34	38.2	44.1	17.6	88	84
6	Reading	17	29.4	52.9	17.6	83	82
	Lang. Arts	17	47.1	47.1	5.9	90	81*
	Math	17	58.8	35.3	5.9	83	68*

* Indicates Significant Difference in Means at .05 level.

Table 138

Willard Bowman School Overview

Statement of Program

Willard L. Bowman provides a complete K-6 program and has 16 classes of pre-school special education students.

The needs of all students are met by focusing on the experience approach to learning. This means that staff emphasizes a whole language, integrated approach to instruction. Emphasis also is placed on the development of the whole child in areas of physical, emotional, and academic needs.

Opportunities for open optional, multi-age, and self-contained classrooms are included in this program. The goal of the education program is to prepare students for further education, participation in all aspects of the community, a changing world, and future employment.

The special education pre-school program is designed to identify children experiencing disabilities as soon as possible and to provide a full range of instructional and supportive services from age three to kindergarten. Disabilities addressed are learning disabilities, mental retardation, hearing impairment, orthopedic and medical handicaps, and emotional/behavior disturbance.

Willard L. Bowman is a neighborhood school with an alternative program that recognizes the need for strong community involvement. Citizens are therefore encouraged to participate fully in the educational process and express their views about the school and its progress.

SCHOOL GOALS

Goal	Level of Achievement
All students read independently by the end of third grade.	Partially Attained
All Bowman students will master a commonly used spelling word list.	Partially Attained
Promote positive school-community relations.	Partially Attained

BUDGET*

1996-97 Expenditures	$2,108,171
1997-98 Budgeted Amount	$2,036,865
1998-99 Adopted Budget	$2,036,736

*Dollars budgeted or expended are general fund only.

Willard Bowman School Overview

School Report Card Statement

Bowman, Willard L. Elementary School **Joanne McCabe**

Willard L. Bowman School offers a combination of programs: a traditional neighborhood program; an Open Optional program; an intensive needs program; and a preschool program for handicapped children. The staff consists of over 80 people. The student population is ethnically and economically diverse, with relatively high transition. Parents are extremely active at Bowman, both in the traditional and optional programs. There is heavy emphasis on team teaching and team planning by teachers at each grade level, by specialists, and by resource teachers. Special education is delivered through inclusion and a learning laboratory. Intensive needs students are included in classrooms.

Teachers emphasized community service learning activities in their classroom as part of the school's goals. Additionally, a Town Meeting was at Bowman in response to neighborhood concerns about safety for Bowman students. The meeting, attended by parents, staff, political leaders, and social agencies representatives resulted in parents formulating plans for action in addressing problems. Academic areas strengthened were reading, spelling and math. Planning in those areas will be ongoing.

Willard Bowman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
689	103%	260	42	64

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
666.8	709.3	94.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	11	-
Intermediate	-	8	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	4.125
Classroom Teachers	24.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	8.5	Custodians	3.0
Music Teachers	1.5		
Art Teachers	1.0		
Physical Education Teachers	1.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Indian Ed., Intensive Needs Site, Open Optional, Special Ed pre-school, Slingerland for 1st grade, Title I

Willard Bowman School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
477	40	82	71	24	217	694
68.7%	5.8%	11.8%	10.2%	3.5%	31.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	689	74	10%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	0	2
Percent Not Promoted	1.1%	0%	0%	1.2%	0%	0%	.4%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
689	129	41	45	35	250	36.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	116	76	52	26	550	820
% in One Sch.	61.21%	89.47%	63.46%	69.23%	80.91%	77.44%
% in Same Sch.	43.10%	65.79%	50.00%	46.15%	62.73%	58.90%

Willard Bowman School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		**GRADE**			
		3	**4**	**5**	**6**
Reading Vocabulary	%ile	68	56	51	52
	No.	78	79	76	88
Reading Comprehension	%ile	65	51	54	58
	No.	78	80	76	88
Total Reading	**%ile**	**68**	**54**	**54**	**56**
	No.	78	79	76	88
Language Mechanics	%ile	59	60	73	62
	No.	77	79	76	88
Language Expression	%ile	67	54	68	61
	No.	77	80	75	88
Total Language	**%ile**	**64**	**56**	**71**	**62**
	No.	77	79	75	88
Math Computation	%ile	61	51	49	63
	No.	78	80	74	89
Math Concepts and Applications	%ile	65	67	64	73
	No.	77	80	75	89
Total Mathematics	**%ile**	**65**	**62**	**58**	**68**
	No.	77	80	74	89
Total Battery	**%ile**	**67**	**57**	**65**	**63**
	No.	77	79	73	88
Word Analysis	%ile	60			
	No.	78			
Study Skills	%ile		65	57	63
	No.		80	76	88
Spelling	%ile	68	49	48	43
	No.	78	80	76	88
Science	%ile	67	60	53	58
	No.	78	80	74	88
Social Studies	%ile	63	55	62	61
	No.	77	80	74	88

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98						
Grade	**Area**	**97-98**	**96-97**	**95-96**	**94-95**	**93-94**
4	Total Reading	54	67	62	51	57
4	Total Lang. Arts	56	60	50	57	55
4	Total Mathematics	62	65	50	57	49
6	Total Reading	56	71	69	56	68
6	Total Lang. Arts	62	76	72	60	66
6	Total Mathematics	68	70	65	59	62

Willard Bowman School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	60	36.7	40.0	23.3	61	55*
	Lang. Arts	59	22.0	23.7	54.2	51	62*
	Math	61	21.3	42.6	36.1	56	62
5	Reading	52	38.5	46.2	15.4	69	60*
	Lang. Arts	52	9.6	48.1	42.3	63	74*
	Math	50	28.0	52.0	20.0	68	61*
6	Reading	66	39.4	42.4	18.2	67	60*
	Lang. Arts	66	37.9	42.4	19.7	73	66*
	Math	65	20.0	46.2	33.8	66	73*

* Indicates Significant Difference in Means at .05 level.

Table 139

Campbell School Overview

Statement of Program

Campbell Elementary provides a complete K-6 program of instruction. In addition to the regular classroom teachers, the faculty includes resource/special education teachers, a librarian, classroom music teacher, and a physical education teacher. Two days a week, band or orchestra is available for sixth grade students. An art teacher provides instruction for students in two blocks of time paired with another school on a rotating basis. The services of a psychologist, speech therapist, bilingual tutors and school nurse are available on a regularly scheduled near full-time basis. The school also houses the gifted program serving several elementary schools in the surrounding area. Campbell Community School is based in the school and provides many after school activities for youth and adults of the Anchorage area.

Campbell is dedicated to offering the students of the area a well rounded education with an emphasis on mastery of the basic skills. Student self-respect and responsible behavior toward others are a priority with courtesy and cooperation key ingredients.

SCHOOL GOALS

Goal	Level of Achievement
To increase reading abilities.	Partially Attained
To implement Everyday Math.	Partially Attained
To expand the active use of technology .	Partially Attained
To increase parent, community and School-Business Partnership participation with students.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,771,327
1997-98 Budgeted Amount	$1,804,684
1998-99 Adopted Budget	$1,776,460

*Dollars budgeted or expended are general fund only.

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Campbell School Overview

School Report Card Statement

Campbell Elementary School **Michele Stickney**

This has definitely been a growth year for the students, teachers and parents associated with the school in the face of a new math program, Everyday Math, and the addition of the computer lab.

We have made very effort to keep parents and students informed and as comfortable as possible with the new math. The teachers were also going through their own concerns and trying to learn ahead of the students which required additional preparation time on their part. Parents have expressed some concern that they didn't feel their child knew as much as they should at a particular grade level but were willing to stay with it and support the changes.

For computer usage, all classes were given access to the lab for general use on a regular basis. It was apparent there is never enough time. Having a computer available for each student was extremely beneficial and provided more opportunity for students to have hands on experience. All teachers took advantage of the lab and supplemented computer access by the students with the two machines they have in their classrooms. The teachers also gained a greater confidence in the use of the hard and software than in the past. The computer lab was also used periodically by the parents and community as well as the Community School program. We offered Family Computer Nights for specific grade levels and had a positive response. Those evenings were run by Parent Teachers Association members.

In the area of Reading, there is an excitement across the community with the increased emphasis and involvement of parents and students shown by the district. This school has been heavily involved with recreational reading programs which teamed parents and students in home reading for the last nine years and plans to continue.

We anticipate more focus in the future on student behavior and accountability. The school needs to be more attentive to the responsibility to maintain what we have ... We are very fortunate to have the equipment and facility we do!

Campbell School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
521	95%	94	8	82

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
491.5	520.2	94.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	11	-
Intermediate	-	7	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	20.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.0
Gifted Teachers	1.0		
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.70		

Special Programs: Bilingual Ed., Community School, Computer Lab, Gifted Sites, Slingerland for grade 1,

Campbell School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
315 61.8%	36 7.1%	75 14.7%	46 9.0%	38 7.5%	195 38.2%	510

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	521	129	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	2	0	0	1	0	3
Percent Not Promoted	0%	2.4%	0%	0%	1.4%	0%	.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
521	59	48	79	68	254	48.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	121	54	45	44	384	648
% in One Sch.	52.89%	79.63%	64.44%	81.82%	72.40%	69.44%
% in Same Sch.	29.75%	55.56%	42.22%	61.36%	58.85%	52.16%

Campbell School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	62	53	46
	No.	69	83	63	59
Reading Comprehension	%ile	48	61	56	57
	No.	69	83	62	59
Total Reading	**%ile**	**51**	**63**	**55**	**52**
	No.	69	83	62	59
Language Mechanics	%ile	37	63	66	58
	No.	69	83	63	60
Language Expression	%ile	49	61	57	48
	No.	69	83	63	59
Total Language	**%ile**	**42**	**62**	**63**	**51**
	No.	69	83	63	59
Math Computation	%ile	61	76	64	55
	No.	69	83	60	60
Math Concepts and Applications	%ile	51	73	62	61
	No.	69	83	60	60
Total Mathematics	**%ile**	**56**	**76**	**64**	**57**
	No.	69	83	60	60
Total Battery	**%ile**	**49**	**67**	**62**	**53**
	No.	69	83	58	58
Word Analysis	%ile	57			
	No.	69			
Study Skills	%ile		66	54	50
	No.		83	63	59
Spelling	%ile	41	59	44	43
	No.	69	83	63	59
Science	%ile	45	65	46	44
	No.	69	83	63	60
Social Studies	%ile	47	64	58	48
	No.	69	83	63	60

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	63	48	57	48	58
4	Total Lang. Arts	62	45	49	48	55
4	Total Mathematics	76	56	69	54	59
6	Total Reading	52	52	56	61	56
6	Total Lang. Arts	51	54	54	68	60
6	Total Mathematics	57	69	68	73	64

Campbell School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	64	28.1	42.2	29.7	63	64
	Lang. Arts	64	23.4	42.2	34.4	60	65
	Math	64	20.3	32.8	46.9	66	78*
5	Reading	45	20.0	40.0	40.0	49	55
	Lang. Arts	45	15.6	31.1	53.3	48	63*
	Math	45	17.8	33.3	48.9	58	64
6	Reading	36	27.8	55.6	16.7	49	52
	Lang. Arts	36	47.2	27.8	25.0	60	50*
	Math	37	35.1	40.5	24.3	63	57

* Indicates Significant Difference in Means at .05 level.

Table 140

Chester Valley School Overview

Statement of Program

Chester Valley Elementary School provides a complete K-6 program with emphasis on academic achievement and mastery of the basics for all students. Chester Valley has implemented a technology component infusing technology with the social studies curriculum and other academic areas empowering staff and students to be on the cutting edge with technology. The instructional staff includes K-6 classroom teachers, a music teacher, a special education behavior adjustment teacher, special education resource teachers, a physical education teacher, and a library teacher. Support services are available in band, orchestra, art, bilingual, Indian education, OT, PT, psychology, and gifted.

An extensive after school activities program coordinated with the Chester Valley/Susitna Community School enables the students, staff, parents, and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

SCHOOL GOALS

Goal	Level of Achievement
Increase spelling scores.	Attained
Implement Everyday Math Program.	Partially Attained
To create an awareness for the importance of reading in all aspects of lifelong learning.	Attained
Increase parent involvement and community awareness .	Attained

BUDGET*

1996-97 Expenditures	$1,197,242
1997-98 Budgeted Amount	$1,236,892
1998-99 Adopted Budget	$1,189,640

*Dollars budgeted or expended are general fund only.

Chester Valley School Overview

School Report Card Statement

Chester Valley Elementary School **Connie Reinhart**

The mission of the Anchorage School District is to educate students for success in life. The strategic plan for Chester Valley's 1997-98 school report card involved the staff, parents, students, P.T.A., Community School Representatives and the Chester Valley Community.

The Chester Valley Team made a strong effort to invite everyone to join school report card goal teams. We discussed our reading report card goal in the Spring of the 1996-97 school year. We sent information out in May, 1997 newsletters relaying information that we were forming a committee to work on a school-wide reading goal for the 1997-98 school year. Our parent/ community newsletters of September 4, 11 and 18, 1997, invited parents and community members to join our school report card teams. Four goals were established the week of September 1, 1997. Each team met several times in various meetings to discuss the goal prior to the goal presentation to everyone on September 25, 1997.

Our Open House was Tuesday, September 16, 1997. Students, parents, staff and community members presented the school report card goals to Chester Valley's Community. An invitation to everyone was extended to join the goal committees.

The four school report card goal teams met on Thursday, September 25th to present the four goals to the teachers, staff, parents and community members. The goals were discussed and formalized. The goals were posted throughout the school with the state and local school board goals. The goals were discussed throughout the year in the principal's newsletters, P.T.A and community school newsletters, reading tree newsletters, Librarian newsletters, teachers' newsletters and during family evening activities on the goals.

Our four goals were very successful. We are very pleased that our reading tree will continue to grow throughout the building. The COMPASS grant was a huge success and showed the support of a social worker student from UAA was greatly appreciated and needed at Chester Valley. The Chester Creek Project will continue with two teachers receiving a grant to continue the studies involving our Chester Valley students.

We thank the parents, students and community members who completed and returned the surveys. We informed our community that the principal would be presenting the 1997-98 school report card outcomes on Wednesday, May 27, 1998 at 6:00 p.m. The principal presented the goals and thanked everyone who participated in making the goals so successful.

We were very successful in meeting our 1997-98 school report card goals. We worked very hard throughout the year to achieve the goals. The continued dedication of our staff, students, parents and community members is very evident and greatly appreciated.

Chester Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
339	85%	69	17	26

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
315.5	336.8	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	5	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	13.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	3.1	Clerical Support Staff	1.0
Music Teachers	.6	Custodians	2.0
Art Teachers	.4		
Physical Education Teachers	.7		
Gifted Teachers	1.0		
Nurses	.5		

Special Programs: Bilingual Ed., Breakfast program, Community School, Computer Labs, Gifted Site, Indian Ed., Title I

Chester Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
217	37	51	27	6	121	338
64.2%	11.0%	15.1%	8.0%	1.8%	35.8%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	339	117	34%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
339	37	17	33	38	125	36.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	62	36	41	7	243	389
% in One Sch.	69.35%	47.22%	82.93%	85.71%	83.13%	77.63%
% in Same Sch.	46.77%	41.67%	60.98%	57.14%	64.61%	59.13%

Chester Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	54	57	66	51
	No.	42	46	34	51
Reading Comprehension	%ile	60	57	67	51
	No.	42	46	34	51
Total Reading	**%ile**	**57**	**57**	**68**	**51**
	No.	42	46	34	51
Language Mechanics	%ile	29	63	82	62
	No.	42	46	34	51
Language Expression	%ile	53	59	71	57
	No.	42	46	34	51
Total Language	**%ile**	**41**	**62**	**79**	**60**
	No.	42	46	34	51
Math Computation	%ile	63	51	44	56
	No.	42	45	37	52
Math Concepts and Applications	%ile	50	58	74	67
	No.	42	45	34	52
Total Mathematics	**%ile**	**56**	**55**	**63**	**61**
	No.	42	45	34	52
Total Battery	**%ile**	**50**	**60**	**74**	**57**
	No.	42	45	34	51
Word Analysis	%ile	46			
	No.	42			
Study Skills	%ile		60	69	57
	No.		46	34	51
Spelling	%ile	58	55	62	54
	No.	42	44	34	51
Science	%ile	60	61	55	48
	No.	42	45	34	51
Social Studies	%ile	56	48	68	53
	No.	42	45	34	51

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	57	73	61	43	54
4	Total Lang. Arts	62	70	47	51	52
4	Total Mathematics	55	68	70	66	64
6	Total Reading	51	51	54	45	53
6	Total Lang. Arts	60	65	61	44	50
6	Total Mathematics	61	65	73	50	68

Chester Valley School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	36	30.6	50.0	19.4	64	61
	Lang. Arts	37	10.8	37.8	51.4	46	65*
	Math	36	47.2	22.2	30.6	65	61
5	Reading	25	40.0	40.0	20.0	77	71
	Lang. Arts	25	16.0	44.0	40.0	72	80
	Math	25	40.0	36.0	24.0	71	66
6	Reading	38	31.6	55.3	13.2	60	50*
	Lang. Arts	38	39.5	47.4	13.2	63	58
	Math	38	26.3	44.7	28.9	56	62

* Indicates Significant Difference in Means at .05 level.

Table 141

Chinook School Overview

Statement of Program

Chinook Elementary School provides a comprehensive instructional program for students in kindergarten through sixth grade. Each child participates in basic academic subjects with an emphasis on reading, writing, and mathematics instruction. Chinook is characterized by a large number of bilingual students many of whom are of Asian origin. The school also offers an open optional program in first through sixth grade. The PTA is active at Chinook. Services from the Sand Lake Community School and Campfire enhance the regular school program.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase spelling scores on the CAT test by three percentage points.	Partially Attained
Identify and/or develop a reading assessment to be used by all teachers this year.	Attained
Increase collaboration between school staff and parents.	Attained

BUDGET*	
1996-97 Expenditures	$1,830,728
1997-98 Budgeted Amount	$1,844,631
1998-99 Adopted Budget	$1,761,729

*Dollars budgeted or expended are general fund only.

Chinook School Overview

School Report Card Statement

Chinook Elementary School **Leslie Vandergaw**

Chinook staff and parents collaboratively developed three goals for the 1997-98 school year. The first goal was for students in third through sixth grade to increase their spelling scores on the CAT test by three percentage points. Teachers implemented a variety of strategies to meet this goal including guided spelling activities, "word walls", weekly drills, and personalized spelling lists. Cross-age tutors were also utilized including Dimond High volunteers. CAT test results indicate mixed results. Third and fourth grade students did not show a gain in their national percentile scores while fifth and sixth grade students did show a higher score. Staff and parents have agreed to continue to focus on this goal for next year. An analysis will be conducted and our plan will be revised to meet the needs of our third and fourth grade students.

Identifying and developing a reading assessment for grades K-3 and for grades 4-6 was Chinook's second goal for the year. Teachers met throughout the year in primary or intermediate groupings to read articles on reading assessment and to dialogue on what was working in their own classrooms. Consensus was reached to use an attitudinal survey for all students as well as the Sucher-Allred. Assessments were collected at the end of the year and will be passed on to next year's teachers via a portfolio.

The third goal area was to increase collaboration between school staff and parents. Over the course of the year parents and staff members worked collaboratively on a number of projects. They also identified four key areas to collaborate on next year including ASSET building in our youth and increasing reading achievement in all of our students. Parents and staff indicated an increased sensitivity to each groups specific concerns, strengths and limitations. They also agreed to continue this focus for next year.

Chinook School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
546	96%	70	16	95

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
500.7	536.7	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	10	-
Intermediate	-	6	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	24.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.5	Custodians	2.75
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	1.0		
Special Programs: Bilingual Ed., Open Optional, Slingerland for grade 1			

Chinook School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
322	31	67	106	22	226	548
58.8%	5.7%	12.2%	19.3%	4.0%	41.2%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	546	158	28%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	2	0	0	0	0	2
Percent Not Promoted	0%	2.5%	0%	0%	0%	0%	.4%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
546	45	45	64	58	212	38.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	81	121	33	27	367	629
% in One Sch.	67.90%	72.73%	81.82%	66.67%	77.93%	75.36%
% in Same Sch.	39.51%	70.25%	60.61%	59.26%	60.49%	59.62%

Chinook School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	52	50	46
	No.	62	78	68	70
Reading Comprehension	%ile	53	50	55	55
	No.	62	78	68	70
Total Reading	**%ile**	**55**	**51**	**54**	**50**
	No.	62	78	68	70
Language Mechanics	%ile	45	52	63	60
	No.	61	78	68	70
Language Expression	%ile	55	47	61	51
	No.	61	78	68	70
Total Language	**%ile**	**51**	**49**	**62**	**56**
	No.	61	78	68	70
Math Computation	%ile	39	45	37	50
	No.	63	77	68	69
Math Concepts and Applications	%ile	41	51	58	61
	No.	63	77	68	69
Total Mathematics	**%ile**	**39**	**47**	**49**	**55**
	No.	63	77	68	69
Total Battery	**%ile**	**48**	**49**	**56**	**53**
	No.	61	77	68	69
Word Analysis	%ile	56			
	No.	63			
Study Skills	%ile		60	55	55
	No.		78	67	69
Spelling	%ile	45	48	55	50
	No.	62	78	68	70
Science	%ile	47	56	51	51
	No.	62	77	67	70
Social Studies	%ile	52	47	64	53
	No.	62	77	68	70

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	51	59	55	45	51
4	Total Lang. Arts	49	58	42	42	51
4	Total Mathematics	47	57	43	45	46
6	Total Reading	50	42	55	40	52
6	Total Lang. Arts	56	54	52	42	46
6	Total Mathematics	55	52	51	41	37

Chinook School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	56	33.9	42.9	23.2	57	53
	Lang. Arts	58	17.2	36.2	46.6	38	52*
	Math	57	17.5	33.3	49.1	36	50*
5	Reading	51	39.2	37.3	23.5	61	55
	Lang. Arts	52	26.9	40.4	32.7	60	64
	Math	52	32.7	48.1	19.2	60	51*
6	Reading	57	38.6	38.6	22.8	54	51
	Lang. Arts	57	26.3	43.9	29.8	56	55
	Math	56	26.8	35.7	37.5	48	55

* Indicates Significant Difference in Means at .05 level.

Table 142

Chugach Optional School Overview

Statement of Program

Chugach is a child-centered, emphasizing the physical, emotional, and academic development of the individual child. At Chugach each child is responsible for directing at least some aspects of his learning; this level of self-direction varies from child to child and depends upon how much responsibility the child can assume.

The open method used at Chugach focuses on "doing" — the experience approach to learning. In practice, this means extensive use of manipulative teaching materials, formulation and testing of hypotheses, numerous field trips, and classroom visits by a variety of resource persons.

SCHOOL GOALS

Goal	Level of Achievement
Strengthen reading.	Attained
Improve spelling.	Attained
Develop a school wide technology plan.	Attained
Develop a school-wide student stewardship program.	Attained
Emphasize science in all areas of the curriculum.	Attained

BUDGET*

1996-97 Expenditures	$1,073,010
1997-98 Budgeted Amount	$1,084,133
1998-99 Adopted Budget	$967,547

*Dollars budgeted or expended are general fund only.

Chugach Optional School Overview

School Report Card Statement

Chugach Optional Elementary School **Sharon Meacham**

Chugach Optional has completed another busy year. We established five goals again this year. All were achieved. After discussing the goals at the Community Assembly meeting, it was recommended that we focus on fewer goals. Many parents felt that the energy was too fragmented.

Reading continues to receive major attention here at Chugach. Through the use of themes, students are encouraged to read both for pleasure and for information gathering. Since we have an "open library" policy, students also have routine access to the library. Parent volunteers listen to individual students read(especially at the primary level).

Students at Chugach also do a great deal of writing. Much emphasis is placed on correcting spelling mistakes for the final drafts. We also have spelling tests throughout the year.

The technology involved some interesting discussions with the staff and parents. Many hours were spent "fleshing out" the varying needs.

Stewardship continues to be an interest. Teaching our children about caring for the school and each other is an on-going focus. All students helped paint the mural on our hockey rink wall; also, the primary children made and "planted" new stepping stones outside the main entrance to the school.

There continues to be much interest in science. Our science fair was bigger than ever. There were many complicated and interesting projects displayed at the fair.

Chugach offers an extremely busy activity filled school program. Students and parents are engaged in the learning. This is a wonderful school!

Chugach Optional School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
255	121%	33	25	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
245.5	259.0	94.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	-	-
Intermediate	-	-	-
Combination	-	9	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.0
Classroom Teachers	10.0	Custodians	2.0
Librarians	1.0		
Special Education Teachers	2.5		
Music Teachers	.5		
Art Teachers	.3		
Physical Education Teachers	.5		
Nurses	.5		

Special Programs: Open Optional, Slingerland for grade 1

Chugach Optional School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
204	10	28	15	0	53	257
79.4%	3.9%	10.9%	5.8%	0	20.6%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	255	17	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
255	2	5	3	14	24	9.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	30	16	13	0	212	271
% in One Sch.	86.67%	93.75%	76.92%	0%	92.45%	91.14%
% in Same Sch.	76.67%	56.25%	38.46%	0%	79.25%	75.65%

Chugach Optional School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	86	80	77	83
	No.	31	40	36	41
Reading Comprehension	%ile	87	79	76	84
	No.	31	40	36	41
Total Reading	**%ile**	**89**	**82**	**78**	**86**
	No.	31	40	36	41
Language Mechanics	%ile	64	72	72	74
	No.	31	40	36	41
Language Expression	%ile	74	77	79	86
	No.	31	40	36	41
Total Language	**%ile**	**72**	**77**	**78**	**82**
	No.	31	40	36	41
Math Computation	%ile	80	64	56	76
	No.	31	40	36	41
Math Concepts and Applications	%ile	87	84	82	92
	No.	31	40	36	41
Total Mathematics	**%ile**	**87**	**78**	**74**	**85**
	No.	31	40	36	41
Total Battery	**%ile**	**86**	**81**	**80**	**87**
	No.	31	40	36	41
Word Analysis	%ile	77			
	No.	31			
Study Skills	%ile		83	71	83
	No.		40	36	41
Spelling	%ile	75	57	51	72
	No.	31	40	36	41
Science	%ile	89	78	70	80
	No.	31	40	36	41
Social Studies	%ile	84	74	76	77
	No.	31	40	36	41

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	82	78	88	72	63
4	Total Lang. Arts	77	70	69	68	53
4	Total Mathematics	78	78	79	65	64
6	Total Reading	86	83	75	77	75
6	Total Lang. Arts	82	77	70	74	73
6	Total Mathematics	85	74	72	75	76

Chugach Optional School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	31	29.0	45.2	25.8	88	85
	Lang. Arts	31	29.0	25.8	45.2	75	81
	Math	31	16.1	29.0	54.8	71	80*
5	Reading	29	27.6	31.0	41.4	78	79
	Lang. Arts	29	13.8	34.5	51.7	64	77*
	Math	29	37.9	41.4	20.7	74	73
6	Reading	35	37.1	34.3	28.6	87	87
	Lang. Arts	35	31.4	42.9	25.7	85	83
	Math	35	8.6	31.4	60.0	78	87*

* Indicates Significant Difference in Means at .05 level.

Table 143

Chugiak Elem School Overview

Statement of Program

Chugiak Elementary School is a neighborhood K-5 school that also includes a partial Spanish Immersion Program. We believe that our responsibility is to educate our students for success in a global community. Our staff is committed to helping our students reach their potential in all areas of learning. We have an active community school program at Chugiak. We value the influence that parents have on their child's (ren's) education and recognize the importance of their partnership.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve basic reading skills and strategies.	Partially Attained
Increase the performance of students in spelling.	Partially Attained
Unify our community.	Partially Attained

BUDGET*	
1996-97 Expenditures	$2,475,658
1997-98 Budgeted Amount	$1,941,473
1998-99 Adopted Budget	$1,927,390

*Dollars budgeted or expended are general fund only.

Chugiak Elem School Overview

School Report Card Statement

Chugiak Elementary School **Nancy Carder**

This is my first year as principal at Chugiak Elementary. We began our goal meetings in the fall at a very base level. The staff was enthusiastically involved. There had been no recent discussions with regard to curriculum. The school was significantly divided due to parents and staff who felt that there exists inequities between the neighborhood and optional sections of the school.

We developed the goals together and spent considerable time in discussion and development. We did far more than what this report indicates. We had so much to do and have so far to go, that I want to say we have developed an excellent prototype for continued development and improvement of our school.

Our reading CAT scores will improve, but I think this will occur over time. At the present we see progress on more informal assessments and anticipate a translation to the CATs in the future. Our spelling will also continue to improve. Many classes showed improvement this year - overall we did not meet our goal on the CAT, but we developed spelling lists, communicated these to families and worked on them throughout the year. These will be ready for next year-day one. We will also be integrating more writing into our curriculum and I feel that this will enhance both spelling and reading. We are looking forward to developing grade level expectations in writing and working with the writing process at all grade levels. In addition, our reading focus will be improved. We will look at better assessments. We will look at the attributes of a good reading lesson; we will examine how to identify students at risk and what to do for them; we will look at ongoing assessments as well as a good pre and post identifier to help us measure progress more accurately. We will continue to be creative with recreational reading programs, encouragement and enhancement.

We will continue to move forward and have an excellent beginning. I feel we are a very good work in progress and anticipate ongoing improvements in the academic program that we offer at our school.

We will also continue to unify our school and our community. We have an excellent start and have had several activities and events this year that contributed to that end. We have already begun to plan for next year and have some very creative ideas ready to start the year.

I am very pleased with our progress and excited about our future at Chugiak Elementary School.

Chugiak Elem School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
527	107%	82	16	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
496.8	527.1	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	10	-
Intermediate	-	3	-
Combination	-	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	.35
Librarians	1.0	Teacher Assistants/Aides	1.0
Special Education Teachers	3.0	Clerical Support Staff	1.75
Music Teachers	1.1	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	1.2		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Spanish Immersion

Chugiak Elem School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
445	8	41	8	25	82	527
84.4%	1.5%	7.8%	1.5%	4.7%	15.6%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	527	99	18%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	Total
Number Not Promoted	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
527	26	27	23	33	109	20.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	49	7	12	27	479	574
% in One Sch.	65.31%	85.71%	50.00%	88.89%	88.10%	85.37%
% in Same Sch.	55.10%	57.14%	50.00%	62.96%	74.11%	71.25%

Chugiak Elem School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		3	4	5
Reading Vocabulary	%ile	58	73	58
	No.	88	89	90
Reading Comprehension	%ile	60	69	62
	No.	88	88	90
Total Reading	**%ile**	**61**	**72**	**62**
	No.	88	88	90
Language Mechanics	%ile	41	59	69
	No.	88	88	90
Language Expression	%ile	51	69	66
	No.	88	88	90
Total Language	**%ile**	**47**	**64**	**68**
	No.	88	88	90
Math Computation	%ile	62	56	55
	No.	88	88	90
Math Concepts and Applications	%ile	56	71	69
	No.	88	88	90
Total Mathematics	**%ile**	**60**	**65**	**64**
	No.	88	88	90
Total Battery	**%ile**	**56**	**68**	**67**
	No.	88	88	90
Word Analysis	%ile	48		
	No.	88		
Study Skills	%ile		71	58
	No.		88	90
Spelling	%ile	41	64	52
	No.	88	88	90
Science	%ile	61	68	52
	No.	87	89	90
Social Studies	%ile	59	69	63
	No.	85	89	90

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	72	64	64	67	67
4	Total Lang. Arts	64	60	52	50	56
4	Total Mathematics	65	57	61	50	62
6	Total Reading	N/A	72	72	59	59
6	Total Lang. Arts	N/A	71	68	57	54
6	Total Mathematics	N/A	73	81	62	68

Chugiak Elem School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	79	30.4	46.8	22.8	75	72
	Lang. Arts	79	24.1	32.9	43.0	57	64*
	Math	78	37.2	25.6	37.2	64	65
5	Reading	71	21.1	49.3	29.6	63	64
	Lang. Arts	71	15.5	46.5	38.0	60	70*
	Math	71	14.1	46.5	39.4	58	67*
6	Reading						
	Lang. Arts	No 6th	Graders:	Attending	Mirror Lake		
	Math						

* Indicates Significant Difference in Means at .05 level.

Table 144

College Gate School Overview

Statement of Program

College Gate Elementary School's goal is to provide students with learning experiences which guide them in acquiring the knowledge that will enable them to become contributing members of society and life long learners. Academic achievement, social skills, and daily attendance are stressed and reinforced through monthly recognition assemblies.

College Gate provides a well-rounded, enriched education and seeks to meet the needs of learners through using a variety of approaches including cooperative learning, computer activities, and thematic teaching. Students are taught methods of resolving conflict creatively to enhance their social skills and self-esteem. The support and involvement of the local PTA are evident.

SCHOOL GOALS

Goal	Level of Achievement
Improve math performance of students in grades 2 - 6	Attained
Improve student written language skills (including spelling).	Attained
Piloted reading assessments in grades 1-6 to identify students reading below grade level.	Attained
Improve real life skills of interpersonal decision making and problem solving.	Attained

BUDGET*

1996-97 Expenditures	$1,783,900
1997-98 Budgeted Amount	$1,868,104
1998-99 Adopted Budget	$1,863,409

*Dollars budgeted or expended are general fund only.

College Gate School Overview

School Report Card Statement

College Gate Elementary School **Dr. Linda Black**

We set challenging goals and are proud that our students met or exceeded expectations! School Report Card Goals were posted throughout the school. Many inservices supported our efforts in writing/language arts/reading, math, and problem solving. Monthly grade level meetings were held to discuss progress and share strategies.

In the math area, we began our first year of implementing Everyday Math. We continued to use our Silver Burdett math mastery test to give us a cross-adoption standard of comparison. Most teachers used our math incentive program, Mathletes in a year long effort rather than the second semester focus of years past. The teachers felt the paper-pencil fact practice was a good supplement to EDM. Grades 3 and 6 made the greatest gains on CAT performance. The sixth grade mastery test did not reflect this substantial gain. We will identify another math instrument to use in 1998-99.

In the area of reading assessment, primary grades have selected an array of assessment instruments to use next year. Intermediate teachers have not achieved consensus on this issue. We have been awarded a mini-grant for next year which will include an intermediate reading credit course.

We continued writing/spelling and student problem solving efforts begun in prior years. The long-term effects of our efforts in writing and RCCP can be seen in student behaviors! Some 94% of parents want these continued!

Survey results and goal achievement information were sent out to all parents in a parent newsletter. The final School report Card Meeting was advertised in the May parent calendar and newsletters. Some five people attended the meeting. The return rate on parent questionnaires was also disappointing this year with only 79 being returned, approximately half the number from last year. Many parents expressed the view that the school report card survey seemed to duplicate much of January's certificated evaluation input surveys. That response, too, was limited with less than ten percent of our parents completing the bubble in questionnaire and only 15 to 20 returning open ended comments. We had much higher participation in prior years, when the report card survey was tailored specifically to our school. The input was also more useful. We would like to return to using school developed parent, student, and staff surveys which reflect local needs.

Our success across goal levels is due to the combined efforts of teachers, parents, and students. We have a common mission of academic success and improvement. This sense of community shows throughout the school.

College Gate School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
493	100%	63	17	57

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
461.5	485.5	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	11	-
Intermediate	-	5	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	2.5	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.8		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Computer Labs, Breakfast program

College Gate School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
325	58	48	38	16	160	485
67.0%	12.0%	9.9%	7.8%	3.3%	33.0%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	493	141	28%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	2	0	5
Percent Not Promoted	4.7%	0%	0%	0%	3.1%	0%	1.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
493	55	46	44	37	182	36.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	71	46	66	22	361	566
% in One Sch.	49.30%	69.57%	80.30%	40.91%	80.61%	74.20%
% in Same Sch.	30.99%	60.87%	59.09%	31.82%	65.65%	58.83%

College Gate School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	56	58	59
	No.	59	63	58	67
Reading Comprehension	%ile	65	53	56	70
	No.	58	63	58	67
Total Reading	**%ile**	**60**	**56**	**60**	**66**
	No.	58	63	58	67
Language Mechanics	%ile	39	55	71	63
	No.	59	63	57	67
Language Expression	%ile	60	52	61	66
	No.	59	62	57	67
Total Language	**%ile**	**50**	**54**	**68**	**65**
	No.	59	62	57	67
Math Computation	%ile	65	58	41	59
	No.	59	64	58	66
Math Concepts and Applications	%ile	60	58	64	72
	No.	59	64	57	66
Total Mathematics	**%ile**	**64**	**59**	**55**	**66**
	No.	59	64	57	66
Total Battery	**%ile**	**60**	**57**	**64**	**67**
	No.	58	62	56	66
Word Analysis	%ile	44			
	No.	59			
Study Skills	%ile		69	58	70
	No.		62	58	66
Spelling	%ile	49	51	56	58
	No.	58	63	57	67
Science	%ile	52	64	50	60
	No.	59	63	57	66
Social Studies	%ile	56	56	63	61
	No.	59	62	58	66

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	56	64	66	48	48
4	Total Lang. Arts	54	62	49	45	48
4	Total Mathematics	59	72	63	58	61
6	Total Reading	66	58	64	50	59
6	Total Lang. Arts	65	50	67	52	52
6	Total Mathematics	66	55	60	55	55

College Gate School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	46	41.3	28.3	30.4	54	53
	Lang. Arts	44	15.9	29.5	54.5	39	55*
	Math	43	18.6	37.2	44.2	51	61*
5	Reading	49	38.8	40.8	20.4	69	60*
	Lang. Arts	48	35.4	33.3	31.3	65	65
	Math	47	48.9	40.4	10.6	74	56*
6	Reading	49	32.7	36.7	30.6	65	64
	Lang. Arts	49	28.6	49.0	22.4	67	63
	Math	48	37.5	50.0	12.5	72	64*

* Indicates Significant Difference in Means at .05 level.

Table 145

Creekside School Overview

Statement of Program

Creekside Park Elementary School provides a complete K-6 program of instruction. In addition, there are two classes for students with multiple disabilities, a resource program that offers students education in a least restrictive environment (LRE), bilingual instruction and an Indian education program.

Creekside Park offers students a well-rounded educational program including reading, language arts, mathematics, science, social studies, health, music, art, physical education, an after school activities program, and a variety of community education classes for all age groups.

SCHOOL GOALS

Goal	Level of Achievement
Develop a plan for teaching reading for grades K through 3.	Attained
Increase grades 4 through 6 Spelling CAT test scores by 3 percentile points.	Partially Attained
Increase Math Achievement for targeted students.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,428,760
1997-98 Budgeted Amount	$1,336,361
1998-99 Adopted Budget	$1,355,880

*Dollars budgeted or expended are general fund only.

Creekside School Overview

School Report Card Statement

Creekside Park Elementary School **Dave Combs**

As one studies the CAT test results for Creekside Park Elementary School students a pattern is able to be discerned. This pattern generally holds true across the grades. This pattern shows what most educators believe to be true, that is, that the longer a student stays in one school the better that child will do in school.

The following test data (See chart below) helps to support this pattern.

C.A.T. Tests

	Reading	Lang.	Math	Spelling	Total Battery	March
3rd	47	36	58	45	47	97
4th	51	51	66	46	56	98
4th	49	42	44	41	45	97
5th	43	46	38	36	46	98
5th	51	53	59	49	55	97
6th	55	62	74	53	64	98

It should be noted that those students going from grades three and five in 1997 to grades four and six in 1998 brought up their scores in all of the categories listed above.

The students who went from grade four in 97 to grade five in 98 only brought up their averages in the Language and Total Battery categories. While those same students lost percentile points in the Reading, Math, and Spelling sections. In trying to analyze the causes for these drops I believe the following to be significant factors in these lower scores.

These students, in particular, have over the last four years had an unstable start to their school year. This has been caused by the way Creekside Park Elementary School has been staffed (FTE allowances to begin the school year) over the last many years. These students have been in large (30+ students) classes for the first several weeks of the school year. After the district allowed an additional FTE, I was then able to hire a teacher to lessen the effects of these overcrowded classrooms. However, this disruption, having to move classes, has taken a toll on the students. This fifth grade class is a particularly needy class academically. There are several students who have significant needs in terms of learning how to appropriately manage their behavior. None of these possible causes for the lower test scores are brought up as excuses for the poor performance of this class. We have been, as a staff, and will continue to provide these students with the best education possible. We are already in the process of developing strategies for improving this classes' educational attainment for their sixth grade year.

Although our students are making process we still have a long way to go to achieve to the levels that we should expect from our students. I and the staff will not rest until we do better at helping all of the children at Creekside Park Elementary School.

Creekside School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
401	111%	85	6	34

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
378.3	408.3	92.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	7	-
Intermediate	-	6	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.125
Classroom Teachers	17.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	6.0	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.0
Art Teachers	.4		
Physical Education Teachers	.9		
Nurses	.9		

Special Programs: Bilingual Ed., Community School, Indian Ed., Title I, Slingerland for grade 1, Intensive Needs Site, Breakfast Program

Creekside School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
212	65	88	18	15	186	398
53.3%	16.3%	22.1%	4.5%	3.8%	46.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	401	179	44%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
401	48	36	51	61	196	48.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	119	19	80	23	249	490
% in One Sch.	61.34%	94.74%	65.00%	60.87%	77.11%	71.22%
% in Same Sch.	42.02%	57.89%	50.00%	21.74%	61.45%	52.86%

Creekside School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	40	49	39	56
	No.	52	57	62	55
Reading Comprehension	%ile	45	52	45	53
	No.	52	58	62	55
Total Reading	**%ile**	**43**	**51**	**42**	**55**
	No.	51	57	62	55
Language Mechanics	%ile	32	51	50	66
	No.	51	55	55	55
Language Expression	%ile	38	50	46	56
	No.	52	55	59	55
Total Language	**%ile**	**34**	**50**	**46**	**61**
	No.	51	54	55	55
Math Computation	%ile	47	64	32	77
	No.	49	57	61	56
Math Concepts and Applications	%ile	41	61	44	65
	No.	50	56	60	56
Total Mathematics	**%ile**	**43**	**64**	**38**	**74**
	No.	49	56	60	56
Total Battery	**%ile**	**38**	**55**	**45**	**64**
	No.	49	53	53	55
Word Analysis	%ile	28			
	No.	51			
Study Skills	%ile		61	41	56
	No.		55	60	56
Spelling	%ile	41	46	36	52
	No.	52	58	60	55
Science	%ile	38	56	38	50
	No.	51	55	58	56
Social Studies	%ile	40	51	43	49
	No.	51	53	60	56

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	51	50	48	46	42
4	Total Lang. Arts	50	39	35	49	35
4	Total Mathematics	64	40	46	59	51
6	Total Reading	55	59	46	41	46
6	Total Lang. Arts	61	62	47	39	36
6	Total Mathematics	74	72	63	52	42

Creekside School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	36	13.9	38.9	47.2	45	55*
	Lang. Arts	35	8.6	28.6	62.9	37	54*
	Math	35	17.1	48.6	34.3	60	67
5	Reading	38	26.3	50.0	23.7	50	49
	Lang. Arts	36	16.7	36.1	47.2	43	51*
	Math	34	14.7	47.1	38.2	46	52
6	Reading	40	30.0	47.5	22.5	56	58
	Lang. Arts	40	25.0	30.0	45.0	57	66
	Math	41	14.6	24.4	61.0	63	78*

* Indicates Significant Difference in Means at .05 level.

Table 146

Eagle River School Overview

Statement of Program

Eagle River Elementary School provides several educational/instructional options for K-6 students including regular, open optional, and special education programs. The instructional staff includes teachers for special education as well as a speech therapist, nurse, music teacher, librarian, and physical education teacher. Many parent volunteers supplement the instructional program on a regular basis.

Emphasis is placed on helping each child achieve his/her maximum potential. Survival skills, including mastery in basic skills, development of feelings of self-worth, and learning real caring for others are a top priority.

The regular program emphasizes the acquisition of basic academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The open optional program is designed to provide a child centered approach to learning by emphasizing the physical, emotional, social and intellectual development of the individual child. The "doing" or experience approach to learning is an essential tenet of this program. Through the integration of content areas, basic skills are utilized as tools which lead toward application and understanding of one's world. Parents are expected to make a commitment of involvement as an integral part of this program.

SCHOOL GOALS

Goal	Level of Achievement
Raise test scores in reading.	Attained
Increase spelling proficiency.	Partially Attained
Strengthen and expand our school-business partnerships and increase positive community relations.	Attained

BUDGET*

1996-97 Expenditures	$1,626,716
1997-98 Budgeted Amount	$1,522,723
1998-99 Adopted Budget	$1,396,863

*Dollars budgeted or expended are general fund only.

Eagle River School Overview

School Report Card Statement

Eagle River Elementary School **Janice Coulter**

This has been a wonderful year at Eagle River Elementary School. We have a school that houses the neighborhood program and an open optional program. We have 400+ students in grades K-6. We provide both gifted education and resource Special Education services for those students at both end of the spectrum that have special needs. We have OP/PT services and speech and language service available. We have an experienced staff that works well together. The teachers are highly trained professionals who put children first. We are supported in our efforts by an active PTA and several business partnerships. We have done our best to meet our goals, and feel we are always moving in the direction of getting better. Our mission is to meet the needs of students to the best of our ability. Safety and respect are stressed as we work to provide top quality education to all.

Eagle River School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
392	78%	83	20	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
381.9	405.3	94.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	3	-
Combination	-	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Title I Coordinators	.875
Classroom Teachers	18.0	Bilingual Tutors	.11
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	4.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	.8		
Nurses	.9		

Special Programs: Bilingual Ed., Community School, Indian Ed., Title I, Open Optional, Slingerland for grades 1 and 2, Computer Labs

Eagle River School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
344	12	18	8	16	54	398
86.4%	3.0%	4.5%	2.0%	4.0%	13.6%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	392	106	27%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.7%	0%	0%	0%	0%	0%	.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
392	49	32	25	26	132	33.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	30	10	21	18	380	459
% in One Sch.	53.33%	80.00%	42.86%	88.89%	81.32%	78.00%
% in Same Sch.	30.00%	60.00%	33.33%	72.22%	67.11%	63.18%

Eagle River School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	71	64	57
	No.	69	51	74	47
Reading Comprehension	%ile	59	69	65	70
	No.	69	51	74	47
Total Reading	**%ile**	**57**	**72**	**68**	**65**
	No.	69	51	74	47
Language Mechanics	%ile	37	66	80	75
	No.	69	51	74	47
Language Expression	%ile	54	70	74	66
	No.	69	51	74	47
Total Language	**%ile**	**46**	**70**	**78**	**72**
	No.	69	51	74	47
Math Computation	%ile	52	50	48	54
	No.	69	51	74	47
Math Concepts and Applications	%ile	53	69	69	76
	No.	69	51	74	47
Total Mathematics	**%ile**	**53**	**60**	**61**	**67**
	No.	69	50	74	47
Total Battery	**%ile**	**51**	**69**	**72**	**69**
	No.	69	50	74	47
Word Analysis	%ile	47			
	No.	69			
Study Skills	%ile		76	68	63
	No.		52	74	47
Spelling	%ile	39	57	50	49
	No.	69	52	74	47
Science	%ile	54	73	63	57
	No.	69	50	74	47
Social Studies	%ile	50	63	68	55
	No.	69	51	73	47

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	72	63	63	60	60
4	Total Lang. Arts	70	63	63	57	61
4	Total Mathematics	60	56	60	64	58
6	Total Reading	65	64	69	67	59
6	Total Lang. Arts	72	68	68	59	51
6	Total Mathematics	67	63	74	70	59

Eagle River School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	40	17.5	45.0	37.5	66	73*
	Lang. Arts	40	10.0	50.0	40.0	59	72*
	Math	39	28.2	43.6	38.2	65	63
5	Reading	63	27.0	47.6	25.4	71	69
	Lang. Arts	64	18.8	39.1	42.2	68	78*
	Math	64	26.6	42.2	31.3	64	62
6	Reading	38	23.7	55.3	21.1	69	68
	Lang. Arts	38	21.1	50.0	28.9	72	74
	Math	38	28.9	28.9	42.1	64	70

* Indicates Significant Difference in Means at .05 level.

Table 147

Fairview School Overview

Statement of Program

Fairview Elementary School, located near downtown Anchorage, provides a standard school program of instruction in grades K-6. The staff includes certified classroom teachers, a resource librarian, Federal and State program support staff. A community school program is also housed at Fairview.

The basic instructional program is self-contained with specialists leading art, classroom music, physical education, band, and orchestra. The vision of Fairview is to create and nurture a full service school of life-long learners where all children, their families, school personnel, community members and businesses are partners in learning.

Fairview builds on the strengths of its multicultural students, staff and community to broaden appreciation of cultures and heighten self-confidence, self pride and achievement.

We believe that children should be given instruction to progress at an optimal rate according to their personal abilities. We believe that learning should be exciting and fun for children, and that quality education includes instruction in music, art, physical education, human relations, performing arts, social studies, science, health and work-study skills. The family/community/school partnership is vital to nurturing success in all children, and Fairview strives to achieve success through cooperation

SCHOOL GOALS

Goal	Level of Achievement
Increase 3 and 6 grade Reading/Language Arts CAT scores by 5%.	Partially Attained
Increase 3 through 6 Math CAT scores by 5%.	Partially Attained
Increased inter-personal problem solving skills.	Partially Attained
Strengthen and expand our parent, community, and business partnerships.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,816,569
1997-98 Budgeted Amount	$1,797,192
1998-99 Adopted Budget	$1,823,919

*Dollars budgeted or expended are general fund only.

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Fairview School Overview

School Report Card Statement

Fairview Elementary School **Eunice Long**

The 1997-98 school year has been a year of challenges and opportunities. The new school was built around a normally run school, creating challenges that involved space and time constraints. Our school/community took it in stride and handled it very successfully. Students experiencing transience, homelessness and other issues continue to make strides in academic, social and personal growth.

Additional emphasis was focused on the needs of families which was met in great part by the Family Resource Center. Information to help parents and students was provided as well as forums for parent discussions, questions and answers. The Center is truly helping to establish a family/community friendly atmosphere here at the school.

The progress that we are making will hopefully not be overshadowed by test scores that only reflect a part of what we are accomplishing with kids. We are very pleased with our progress and very optimistic that we and our students will continue to experience much success. Parent and student surveys show overwhelming satisfaction with what is happening at school for/ with students, staff and community.

Fairview School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
416	153%	74	5	168

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
383.1	415.8	92.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	12	1	-
Intermediate	8	-	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.75
Classroom Teachers (6 funded by Title I)	24.0	Title I Coordinators/Specialist	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	3.0	Indian Education Tutor/Counselor	1.0
Music Teachers	1.2	Teacher Assistants/Aides	2.0
Art Teachers	.6	Clerical Support Staff	1.625
Physical Education Teachers	1.2	Custodians	3.0
Bilingual Teachers	1.0		
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Indian Ed., Title I, Breakfast Program, Counselors

Fairview School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
68	115	114	46	86	361	429
15.9%	26.8%	26.6%	10.7%	20.1%	84.2%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	416	358	86%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
416	37	50	70	79	236	56.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	139	68	131	100	80	518
% in One Sch.	61.87%	45.59%	70.23%	70.00%	57.50%	62.74%
% in Same Sch.	46.76%	45.59%	58.02%	53.00%	61.25%	52.90%

Fairview School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	56	19	39
	No.	29	44	40	41
Reading Comprehension	%ile	43	41	33	47
	No.	29	44	41	42
Total Reading	**%ile**	**43**	**47**	**26**	**43**
	No.	29	44	40	41
Language Mechanics	%ile	40	52	50	55
	No.	28	44	40	41
Language Expression	%ile	48	45	40	58
	No.	29	44	40	41
Total Language	**%ile**	**45**	**47**	**45**	**57**
	No.	28	44	40	41
Math Computation	%ile	65	54	38	61
	No.	29	44	43	44
Math Concepts and Applications	%ile	55	64	58	60
	No.	29	44	40	44
Total Mathematics	**%ile**	**61**	**60**	**50**	**60**
	No.	29	44	39	44
Total Battery	**%ile**	**49**	50	**40**	**55**
	No.	28	44	39	41
Word Analysis	%ile	39			
	No.	29			
Study Skills	%ile		53	41	47
	No.		44	40	43
Spelling	%ile	44	53	43	54
	No.	29	44	40	41
Science	%ile	57	46	30	29
	No.	29	44	40	42
Social Studies	%ile	52	45	50	52
	No.	29	44	40	42

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	47	60	34	26	26
4	Total Lang. Arts	47	57	26	28	32
4	Total Mathematics	60	62	38	29	40
6	Total Reading	43	37	39	43	44
6	Total Lang. Arts	57	39	39	42	48
6	Total Mathematics	60	47	61	55	61

Fairview School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	31	32.3	35.5	32.3	46	47
	Lang. Arts	31	25.8	35.5	38.7	42	48
	Math	30	36.7	33.3	30.0	61	63
5	Reading	21	66.7	28.6	4.8	50	29*
	Lang. Arts	21	33.3	38.1	28.6	43	49
	Math	20	50.0	15.0	35.0	52	58
6	Reading	26	23.1	34.6	42.3	37	44
	Lang. Arts	26	34.6	30.8	34.6	53	58
	Math	27	11.1	40.7	48.1	52	63*

* Indicates Significant Difference in Means at .05 level.

Table 148

Fire Lake School Overview

Statement of Program

Fire Lake Elementary School provides a complete K-5 program with emphasis on academic achievement and mastery of the basics for all students. The instructional staff includes K-5 classroom teachers, music teacher, special education resource teachers, and physical education teacher. Support services are available art, bilingual, OT/PT, psychology, multicultural tutor, and special education teacher assistants.

An extensive after school activities program coordinated with the Fire Lake Community School enables the students, staff, parents, and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

SCHOOL GOALS

Goal	Level of Achievement
Increase participation in recreational reading and independent reading opportunities.	Attained
Increase spelling CAT scores by four percent in 3 through 5.	Partially Attained
Implement the Everyday Math Program.	Attained

BUDGET*

1996-97 Expenditures	$1,840,998
1997-98 Budgeted Amount	$1,465,321
1998-99 Adopted Budget	$1,341,936

*Dollars budgeted or expended are general fund only.

Fire Lake School Overview

School Report Card Statement

Fire Lake Elementary School **Linda Connelly**

Emphasis during the 1997-1998 school year centered on three specific areas relating to reading , spelling, and math.

The first goal was to increase participation in recreational reading and independent reading with an overall emphasis on the enjoyment of reading. This was a collaborative goal between staff, PTA, students, parents, and the ASD reading specialists. Information on literacy was presented at an evening meeting. PTA parents coordinated the recreational reading program. Library time for student check-out of books was extended. Classroom teachers provided classroom time for recreational reading and were active in diagnosing individual student reading abilities. Library circulation increased 86% and participation in the recreational reading program was 75% of the student population.

The second goal concentrated on different strategies to improve student achievement in the area of spelling as evidenced by the California Achievement Tests. Teachers at each grade level, three through five, presented a variety of methods to spell high frequency words, words in personal word lists, and those in the adopted ASD spelling textbook. Although class instruction focused on the improvement of spelling, achievement gains, as evidenced by the CAT test, were not as great as anticipated. The staff has discussed this is an area of the curriculum that should continue to be a focus of improvement.

The third goal was the successful incorporation of the newly adopted Everyday Math Program into the instructional program. Each teacher had the appropriate materials for implementation and conscientiously prepared lessons reflecting the objectives of the program. Parents were instrumental throughout the year in organizing and labeling materials as they were delivered to the classes. This was an invaluable service to our school since a great deal of the math program is based on hands-on materials. A math family night was presented by the staff for the purpose of introducing the math program to parents. There was a high degree of family participation during this evening and the math activities were enjoyed by all.

This year, parents, students, and staff were given several standardized ASD surveys in order to obtain information to guide our school's instructional program.

Fire Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
388	80%	51	12	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
364.4	386.9	94.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	7	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	16.0	Bilingual Tutors	.42
Librarians	1.0	Clerical Support Staff	1.0
Special Education Teachers	2.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.7		
Nurses	.75		
Special Programs: Bilingual Ed., Community School			

Fire Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
297	14	38	22	11	85	382
77.8%	3.7%	10.0%	5.8%	2.9%	22.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	388	77	20%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	Total
Number Not Promoted	0	0	0	0	1	1
Percent Not Promoted	0%	0%	0%	0%	1.4%	.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
388	49	23	35	34	141	36.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	53	23	19	14	342	451
% in One Sch.	66.04%	91.30%	63.16%	78.57%	78.95%	77.38%
% in Same Sch.	54.72%	43.48%	52.63%	71.43%	61.40%	59.65%

Fire Lake School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		3	4	5
Reading Vocabulary	%ile	60	57	56
	No.	77	69	73
Reading Comprehension	%ile	65	48	61
	No.	77	69	73
Total Reading	**%ile**	**64**	**53**	**60**
	No.	76	69	73
Language Mechanics	%ile	60	60	66
	No.	77	69	75
Language Expression	%ile	59	50	61
	No.	77	69	75
Total Language	**%ile**	**60**	**54**	**64**
	No.	77	69	75
Math Computation	%ile	76	45	49
	No.	78	69	72
Math Concepts and Applications	%ile	64	68	70
	No.	77	69	71
Total Mathematics	**%ile**	**71**	**59**	**64**
	No.	77	69	71
Total Battery	**%ile**	**66**	**54**	**67**
	No.	74	69	70
Word Analysis	%ile	53		
	No.	77		
Study Skills	%ile		62	61
	No.		69	72
Spelling	%ile	44	50	48
	No.	77	66	74
Science	%ile	59	57	51
	No.	78	69	72
Social Studies	%ile	57	57	65
	No.	78	69	72

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	53	54	60	54	49
4	Total Lang. Arts	54	54	55	45	41
4	Total Mathematics	59	69	64	65	68
6	Total Reading	N/A	61	63	56	60
6	Total Lang. Arts	N/A	60	52	48	52
6	Total Mathematics	N/A	71	76	59	59

Fire Lake School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	51	23.5	54.9	21.6	58	51*
	Lang. Arts	50	30.0	38.0	32.0	52	52
	Math	49	51.0	32.7	16.3	72	60*
5	Reading	54	35.2	38.9	25.9	58	57
	Lang. Arts	55	23.6	43.6	32.7	60	63
	Math	54	50.0	33.3	16.7	73	63*
6	Reading						
	Lang. Arts	No 6th	Graders:	Attending	Mirror Lake		
	Math						

* Indicates Significant Difference in Means at .05 level.

Table 149

Government Hill School Overview

Statement of Program

Government Hill Elementary School provides a complete K-6 and a two-way Spanish immersion program of instruction to its students and community. The school staff consists of special education resource teachers, Title I specialists, family school coordinator, speech/language teacher, and a nurse.

Government Hill is dedicated to provide the best educational environment possible and to meet the needs of a bilingual multicultural community. Emphasis is placed on mastery of the basic skills, enrichment activities, computer literacy, and parent and community/business involvement.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase achievement and interest in reading.	Attained
Increase achievement in written language.	Attained
Increase achievement in spelling.	Attained
Promote parent, community and business involvement.	Attained

BUDGET*	
1996-97 Expenditures	$1,430,637
1997-98 Budgeted Amount	$1,500,520
1998-99 Adopted Budget	$1,630,682

*Dollars budgeted or expended are general fund only.

Government Hill School Overview

School Report Card Statement

Government Hill Elementary School **Sandy Stephens**

Government Hill Elementary is an exciting place to work and learn. Government Hill continues to have a focus on academic high standards as well as a safe and welcoming environment. The staff has worked on developing a clear message about the school to focus on what we are all about:

Government Hill is a positive, user-friendly, multicultural elementary school with high standards for all students.

The staff goals this year have been to work on training in the following areas:

- Cooperative Learning
- Scholastic Reading Program Training/Reading Strategies Training
- Integration of Curriculum Continuation
- Second Language Acquisition Strategies
- Computer Training for ANAT, Wiggleworks and e-mail

The staff has continued to work on collaboration within teams and developing differentiated curriculum for students in an inclusive model. This year the focus has targeted students that need assistance. Government Hill has started discussion with the gifted department about receiving training in differentiating curriculum to meet the needs of gifted students.

Government Hill staff has worked on cross training personnel so all the support staff is familar with Special Education, Bilingual, Title 1, Migrant and Indian Education requirements and program focus.

Highly trained staff will insure that Government Hill students are successful in achieving the high standards of academics as well as social development that we expect from all of our students.

Government Hill School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
375	138%	30	14	199

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
349.1	372.1	93.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	8	-
Intermediate	-	1	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.7
Classroom Teachers	16.0	Title I Coordinators/Specialists	1.5
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	1.5	Indian Education Tutor/Counselor	.5
Music Teachers	.9	Title I Family Services Coord.	.5
Art Teachers	.4	Teacher Assistants/Aides	3.5
Physical Education Teachers	.8	Title VII Specialist	1.0
Bilingual Teachers	1.0	Title VII Secretary/FSSC	1.0
Counselors	1.0	Clerical Support Staff	1.0
Nurses	.55	Custodians	2.0

Special Programs: Bilingual Ed., Breakfast Program, Computer Labs, Counselor, Full-Day Kindergarten, Indian Ed., Migrant Ed., Spanish Immersion, Title I, Title VII

Government Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
138	37	32	29	130	228	366
37.7%	10.1%	8.7%	7.9%	35.5%	62.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	375	194	51%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	0	0	1
Percent Not Promoted	0%	0%	1.9	0%	0%	0%	.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
375	34	29	42	41	146	38.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	47	37	45	149	168	446
% in One Sch.	61.70%	75.68%	75.56%	76.51%	73.21%	73.54%
% in Same Sch.	51.06%	43.24%	66.67%	57.72%	58.33%	56.95%

Government Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	82	59	42	38
	No.	41	35	23	20
Reading Comprehension	%ile	81	63	49	33
	No.	39	36	23	20
Total Reading	**%ile**	**83**	**61**	**47**	**35**
	No.	39	35	23	20
Language Mechanics	%ile	80	55	64	47
	No.	40	36	23	20
Language Expression	%ile	80	62	55	51
	No.	40	36	23	20
Total Language	**%ile**	**82**	**60**	**60**	**48**
	No.	40	36	23	20
Math Computation	%ile	90	58	60	52
	No.	40	36	23	20
Math Concepts and Applications	%ile	74	62	48	56
	No.	40	36	23	20
Total Mathematics	**%ile**	**85**	**61**	**54**	**54**
	No.	40	36	23	20
Total Battery	**%ile**	**85**	**61**	**54**	**44**
	No.	39	35	23	20
Word Analysis	%ile	72			
	No.	41			
Study Skills	%ile		62	57	51
	No.		36	23	20
Spelling	%ile	71	40	42	46
	No.	40	36	23	20
Science	%ile	72	64	45	40
	No.	41	36	23	20
Social Studies	%ile	75	45	57	58
	No.	41	36	23	20

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	61	34	40	35	35
4	Total Lang. Arts	60	46	38	33	23
4	Total Mathematics	61	60	61	57	31
6	Total Reading	35	53	35	37	26
6	Total Lang. Arts	48	55	34	22	15
6	Total Mathematics	54	65	54	39	32

BEST COPY AVAILABLE

Government Hill School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	28	21.4	39.3	39.3	57	62
	Lang. Arts	28	14.3	35.7	50.0	48	61*
	Math	28	50.0	28.6	21.4	70	60*
5	Reading	15	40.0	33.3	26.7	47	52
	Lang. Arts	15	13.3	46.7	40.0	60	66
	Math	15	46.7	40.0	13.3	70	60
6	Reading	18	44.4	44.4	11.1	43	35*
	Lang. Arts	18	38.9	55.6	5.6	56	48
	Math	18	33.3	27.8	38.9	51	54

* Indicates Significant Difference in Means at .05 level.

Table 150

Homestead School Overview

Statement of Program

Homestead Elementary School provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes a music teacher, special education teacher, and a physical education teacher. The school serves as a community school for the Eagle River area.

Homestead is dedicated to offering the students of the area a well-rounded education which includes science, music, art, and an after school activities program. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basics for all students.

SCHOOL GOALS

Goal	Level of Achievement
Increased achievement in reading with an emphasis on independence in grade K-3.	Attained
Increasing achievement in math.	Attained
Increased achievement in written expression with an emphasis on spelling.	Attained

BUDGET*

1996-97 Expenditures	$1,738,896
1997-98 Budgeted Amount	$1,646,085
1998-99 Adopted Budget	$1,626,346

*Dollars budgeted or expended are general fund only.

Homestead School Overview

School Report Card Statement

Homestead Elementary School **Ed Scherer**

As I began my first year at Homestead Elementary I found a staff and community dedicated to excellence. The first challenge awaiting us was the completion of our school wide networking. A net day had been completed at the end of last year. Services were coordinated with Wes Bell and his staff to finalize phone line hook up and the installation of all needed software. This was followed by numerous hours working the bugs out of the system and in-servicing the staff in its use. The one drawback was that teachers were required to share computers. The PTA took this on as one of its projects so that we are closing the year with funds to support a unit for every classroom.

Our second challenge was to move ahead with the classroom delivery model which provides services for 45 gifted students here at Homestead. The model has been evolving over the past five years. The core of the program evolves around differentiated instruction which allows for the academic needs of all children to be met within the classroom and not require students to be bussed to another site for enrichment classes. During the year three additional one credit classes were offered to staff along with school wide in-service training. Meetings have now been held with district staff to initiate plans for Homestead to become an alternative program. The staff has voted to move in this direction with hopes of finalizing the plan for board approval sometime next year.

Table 150

Homestead School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
498	96%	55	43	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
469.9	491.3	95.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	9	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	19.0	Bilingual Tutors	.05
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	.5		
Nurses	.7		
Special Programs: Computer labs, Classroom Delivery for the Gifted			

Homestead School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
435	13	32	11	7	63	498
87.4%	2.6%	6.4%	2.2%	1.4%	12.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	498	39	7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	0	0	0	0	2
Percent Not Promoted	1.5%	1.4%	0%	0%	0%	0%	.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
498	45	39	13	16	113	22.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	37	11	13	7	469	537
% in One Sch.	72.97%	100.00%	92.31%	42.86%	88.06%	86.78%
% in Same Sch.	64.86%	90.91%	53.85%	28.57%	70.58%	69.65%

Homestead School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	69	63	67
	No.	74	58	78	68
Reading Comprehension	%ile	66	61	66	73
	No.	74	57	78	69
Total Reading	**%ile**	**65**	**67**	**67**	**73**
	No.	74	57	78	68
Language Mechanics	%ile	56	72	78	77
	No.	73	57	78	69
Language Expression	%ile	68	60	70	69
	No.	74	57	78	69
Total Language	**%ile**	**63**	**68**	**75**	**75**
	No.	73	57	78	69
Math Computation	%ile	62	53	57	71
	No.	72	58	78	69
Math Concepts and Applications	%ile	65	62	70	78
	No.	72	58	78	69
Total Mathematics	**%ile**	**66**	**60**	**66**	**75**
	No.	72	58	78	69
Total Battery	**%ile**	**65**	**65**	**72**	**77**
	No.	72	57	78	68
Word Analysis	%ile	52			
	No.	74			
Study Skills	%ile		67	60	70
	No.		58	78	69
Spelling	%ile	48	63	58	55
	No.	74	57	78	69
Science	%ile	66	70	51	66
	No.	72	59	78	69
Social Studies	%ile	56	62	67	69
	No.	72	59	78	69

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	67	62	71	61	61
4	Total Lang. Arts	68	74	72	66	66
4	Total Mathematics	60	76	75	67	63
6	Total Reading	73	63	63	57	59
6	Total Lang. Arts	75	69	67	65	63
6	Total Mathematics	75	73	66	59	64

Homestead School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	43	27.9	32.6	39.5	61	68
	Lang. Arts	43	11.6	41.9	46.5	64	72
	Math	44	31.8	36.4	31.8	64	65
5	Reading	67	17.9	43.3	38.8	63	69
	Lang. Arts	67	20.9	44.8	34.3	74	77
	Math	67	43.3	38.8	17.9	76	67*
6	Reading	57	42.1	36.8	21.1	77	73
	Lang. Arts	57	38.4	35.1	26.3	81	76
	Math	56	33.9	30.4	35.7	75	76

* Indicates Significant Difference in Means at .05 level.

Table 151

Huffman School Overview

Statement of Program

Huffman is a standard elementary school with a traditional instructional program for students in grades K-6. Highly dedicated teaching staff and support personnel provide an educational program for students which emphasizes excellence in basic academic skill development, positive self-concept building, experiencing responsibility, and learning American citizenship values. Huffman offers all students an opportunity for a quality education while considering each student's needs, abilities, and interests. Special Education is available to qualified students K-6, as is Slingerland instruction in grades one, two, and three. Each class in grades K-6 is involved in microcomputer activities in the new computer lab. Literature is also emphasized in K-6 through classroom instruction, the Bookmates and Battle of the Books programs, 100 Book Club, Readers are Leaders - an active recreational reading program, and the library instructional program.

Beginning with the 1990-91 school year, Huffman has been a site for the Camp Fire Before and After School program. As a satellite of Rabbit Creek Community School, Huffman serves the needs of the community through various classes and recreational opportunities. The support and encouragement of the local PTA is also an integral part of the entire school program.

SCHOOL GOALS	
Goal	**Level of Achievement**
Phase III of the implementation of Everyday Mathematics.	Attained
Increased achievement in Reading.	Attained
Improve Spelling skills.	Attained
Continue with Phase IV of Computer Technology Plan.	Attained

BUDGET*	
1996-97 Expenditures	$1,731,613
1997-98 Budgeted Amount	$1,729,005
1998-99 Adopted Budget	$1,648,956

*Dollars budgeted or expended are general fund only.

Huffman School Overview

School Report Card Statement

Huffman Elementary School **Jim Kurka**

Huffman Elementary has once again meant a great deal of success in completing our stated goals. Survey analysis and assessment reveals that parents remain very strong and positive about the academic climate at Huffman Elementary. Parents remain strong supporters of school and are active participants in their children's education. Parents surveyed in general wish to see a great interest on core subject, such as mandatory reading and a great emphasis in math. Parents also indicated a strong support for the Stop & Think, Huffman's school wide discipline program. The office noted a decrease in the case load as a result of teachers becoming active participants in this program.

While students and parents initially welcomed the opportunity to provide input about school, teachers, and the principal, the number of surveys began to wear on their initial enthusiasm. The administrative office noted the number of surveys returned this year were significantly down. Students were generally overwhelmed by the January district wide survey of teachers and principal. Many questions were difficult for students to comprehend. Spaces for written comments were to small to write in without going into the adjacent space. Many students were unable to finish the survey within the sixty minute time period. The volume of surveys and redundancy of these surveys hardly seem a appropriate use of instructional time. It is felt by teachers and parents that one well designed survey should be sufficient to provide the necessary information that the district needs to evaluate people, programs, and school climate.

Overwhelming positive comments were directed to school by the successful performance of the students in the "A Better You, A Better Me" musical. The joint venture with the Family Partnership Charter School and several business partners made this endeavor feasible and a very successful experience. As Assistant Superintendent Carol Comeau commented, "I enjoyed it thoroughly, the musical, and was awe-struck by the quality of the performance and the importance of the message of personal responsibility to oneself and others. The musical conveyed very well the important message that each one of us can make a difference in this world if we tried. Your staff and parents organizations are to be commended as are your students for producing such a terrific opportunity. It was obvious that teachers, parents, students and many others put in a great deal of time and effort to produce this event."

Huffman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
507	106%	88	33	12

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
485.1	506.9	95.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	10	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.625
Classroom Teachers	17.0	Bilingual Tutors	.32
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed.,Slingerland for grades 1-3

Huffman School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
460	4	16	18	7	45	505
91.1%	.8%	3.2%	3.6%	1.4%	8.9%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	507	15	2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	1	0	1	0	1	7
Percent Not Promoted	5.8%	1.5%	0%	1.3%	0%	1.2%	1.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
507	40	29	15	16	100	19.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	21	21	4	7	504	557
% in One Sch.	66.67%	85.71%	100.00%	85.71%	87.70%	86.89%
% in Same Sch.	61.90%	57.14%	25.00%	71.43%	69.25%	68.22%

Huffman School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	74	78	81	77
	No.	67	80	79	80
Reading Comprehension	%ile	75	72	83	80
	No.	67	81	79	80
Total Reading	**%ile**	**77**	**78**	**85**	**81**
	No.	67	80	79	80
Language Mechanics	%ile	56	75	86	80
	No.	67	81	79	81
Language Expression	%ile	74	77	83	80
	No.	67	81	79	80
Total Language	**%ile**	**67**	**79**	**87**	**82**
	No.	67	81	79	80
Math Computation	%ile	63	80	77	82
	No.	67	81	79	81
Math Concepts and Applications	%ile	69	83	86	85
	No.	67	81	79	81
Total Mathematics	**%ile**	**69**	**84**	**85**	**84**
	No.	67	81	79	81
Total Battery	**%ile**	**73**	**82**	**88**	**85**
	No.	67	80	79	80
Word Analysis	%ile	56			
	No.	67			
Study Skills	%ile		79	80	80
	No.		81	79	81
Spelling	%ile	59	66	65	67
	No.	67	81	79	81
Science	%ile	71	75	71	76
	No.	67	81	79	80
Social Studies	%ile	64	70	78	70
	No.	67	81	79	80

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	78	78	80	69	67
4	Total Lang. Arts	79	79	76	70	68
4	Total Mathematics	84	87	84	76	69
6	Total Reading	81	77	84	79	78
6	Total Lang. Arts	82	82	83	77	74
6	Total Mathematics	84	85	89	84	87

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Huffman School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	64	31.3	35.9	32.8	80	79
	Lang. Arts	64	18.8	45.3	35.9	72	80*
	Math	64	14.1	42.2	43.8	79	86*
5	Reading	64	17.2	42.2	40.6	81	86*
	Lang. Arts	63	20.6	38.1	41.3	81	88*
	Math	63	38.1	44.4	17.5	89	85*
6	Reading	65	33.8	36.9	29.2	81	80
	Lang. Arts	65	41.5	38.5	20.0	87	82*
	Math	65	29.2	38.5	32.3	83	84

* Indicates Significant Difference in Means at .05 level.

Table 152

Inlet View School Overview

Statement of Program

Inlet View provides a program to promote personal responsibility, develop useful study and work skills, and emphasize student mastery of basic math and reading. To facilitate these ends the school has organized instructional approaches, classroom groupings, resource materials and personnel. Because discipline and order are necessary for the learning process, rules have been written by students and staff based on group needs, individual and group responsibilities, as well as health and safety concerns. These purposes involve cooperative efforts among teachers, students and parents on a continuing basis.

SCHOOL GOALS

Goal	Level of Achievement
Spelling scores will increase by at least three percentile points	Not Attained
At least 80 percent of our third grade students will score at or above the 50th percentile on the CAT reading test.	Attained
Students will demonstrate appropriate inter-personal problem solving skills.	Attained

BUDGET*

1996-97 Expenditures	$1,045,199
1997-98 Budgeted Amount	$1,047,379
1998-99 Adopted Budget	$988,844

*Dollars budgeted or expended are general fund only.

Inlet View School Overview

School Report Card Statement

Inlet View Elementary School **Becky Randazzo**

It was quite discouraging this year to receive our CAT scores and discover that we did not meet our goal in the area of spelling. We focused on spelling strategies and taught all of our children the core words used most often in writing. Last year our third graders scored 55 percentile in Spelling and this year the same group of children scored at the 49 percentile. The only difference between the two scores is that this year we were federally mandated to include our special education students. We certainly have our work cut out for us next year.

On a more positive note, all but two of our third graders are reading on the third grade level (except for those certified in reading for special education). If you exclude the special education student's scores, the third graders averaged 74% on the CAT reading test.

We gathered a lot of data regarding the goal related to problem solving skills. Each teacher kept a monthly log on behavioral concerns. The logs were analyzed to determine the focus of problem solving for the following month. The student surveys also provided some great information from the student's perspective. We will now use this information to guide our focus for next year.

Inlet View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
260	88%	47	35	22

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
240.2	255.8	93.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	2	-
Intermediate	-	3	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.0
Classroom Teachers	10.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.0
Special Education Teachers	2.0	Custodians	2.0
Music Teachers	.5		
Art Teachers	.3		
Physical Education Teachers	.5		
Gifted Teachers	2.0		
Nurses	.4		

Special Programs: Community School, Gifted sites, Computer labs

Inlet View School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
188	14	19	19	13	65	253
74.3%	5.5%	7.5%	7.5%	5.1%	25.7%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	260	55	21%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	2.9%	0%	0%	0%	0%	0%	.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
260	32	20	40	22	114	43.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	28	27	16	24	223	318
% in One Sch.	46.43%	70.37%	68.75%	41.67%	74.44%	68.87%
% in Same Sch.	42.86%	55.56%	50.00%	20.83%	62.78%	56.60%

Inlet View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	76	60	72	68
	No.	25	42	35	31
Reading Comprehension	%ile	77	66	73	78
	No.	25	42	35	31
Total Reading	**%ile**	**78**	**64**	**75**	**75**
	No.	25	42	35	31
Language Mechanics	%ile	53	62	82	83
	No.	24	42	35	31
Language Expression	%ile	67	60	76	77
	No.	25	42	35	31
Total Language	**%ile**	**61**	**60**	**80**	**81**
	No.	24	42	35	31
Math Computation	%ile	66	83	72	86
	No.	24	42	35	30
Math Concepts and Applications	%ile	74	76	75	86
	No.	24	42	35	30
Total Mathematics	**%ile**	**73**	**81**	**75**	**88**
	No.	24	42	35	30
Total Battery	**%ile**	**74**	**70**	**81**	**84**
	No.	24	42	35	30
Word Analysis	%ile	61			
	No.	25			
Study Skills	%ile		71	73	70
	No.		42	35	31
Spelling	%ile	52	48	72	65
	No.	25	42	35	31
Science	%ile	74	67	55	69
	No.	24	42	35	31
Social Studies	%ile	66	62	78	75
	No.	24	42	35	31

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	64	73	74	69	67
4	Total Lang. Arts	60	65	61	69	62
4	Total Mathematics	81	76	76	78	76
6	Total Reading	75	74	75	77	64
6	Total Lang. Arts	81	80	78	77	65
6	Total Mathematics	88	84	87	86	76

Inlet View School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	24	33.3	29.2	37.5	66	69
	Lang. Arts	24	29.2	41.7	29.2	67	68
	Math	24	8.3	37.5	54.2	76	86*
5	Reading	25	24.0	40.0	36.0	80	79
	Lang. Arts	25	12.0	40.0	48.0	74	85*
	Math	25	24.0	56.0	20.0	79	82
6	Reading	22	31.8	31.8	36.4	73	79
	Lang. Arts	22	27.3	36.4	36.4	83	85
	Math	21	9.5	42.9	47.6	80	91*

* Indicates Significant Difference in Means at .05 level.

Table 153

Kasuun School Overview

Statement of Program

Kasuun Elementary School provides a complete instructional program in kindergarten through grade 6. The instructional staff includes K-6 classroom teachers, special education resource teachers, a librarian, a music teacher and a physical education teacher. Support services are available in art, band, orchestra, bilingual, psychology, and the gifted program.

The educational program targets the academic achievement and enrichment for all students. The staff is committed to children and their development, emphasizing strong basic skills, technology, and creative thinking. Our philosophy considers the whole child and uses various teaching strategies to insure learning at all levels. We strive to prepare our students for community and global citizenry and to be life long learners.

We stress a strong commitment to the relationship between home and school and encourage our parents to become involved in visiting and working at school.

SCHOOL GOALS

Goal	Level of Achievement
Improve CAT Spelling scores.	Attained
Enhance school-wide communication and student, staff and community involvement.	Attained
Encourage independent reading.	Attained

BUDGET*

1996-97 Expenditures	$2,083,178
1997-98 Budgeted Amount	$1,919,804
1998-99 Adopted Budget	$2,026,180

*Dollars budgeted or expended are general fund only.

Kasuun School Overview

School Report Card Statement

Kasuun **Colleen Stevens**

The following goals and accomplishments took place at Kasuun Elementary School during the 1997-98 school year:

GOAL 1: Increase student reading levels and improve reading achievement through school and community involvement.
- a. Our students have been voraciously reading and earning points from their individual reading tests.
- b. New library books and tests were added this year to expand selection available to all level of readers.
- c. Reading program designed for grades K-3. Phonic and easy readers were ordered, and just received.
- d. All first grade teachers attended a four day inservice on assessment and balanced literacy program focusing on phonemic and literature based instruction.
- e. Clinton's "America Reads Program" with reading tutors from UAA.
- f. Hosted Anchorage schools interested in our accelerated reading program. The program will be adopted by fourteen other schools next year.
- g. Utilized quarterly STAR (Standard Tests Achievement in Reading) and sent home TOPS (Three Opportunity to Praise a Student) reports when students passed tests.
- h. Student recognition of reading achievement-banners and certificates, Renaissance Faire.
- i. Donated certificates from business community for students who achieved individual reading goals. (Pizza Hut, Subway, McDonalds)
- j. Buddy rooms for shared reading and individually written books.

GOAL 2: School-wide improvement in student achievement in spelling.
- a. Formal daily lessons taught with instruction in spelling strategies including phonics, proofreading, and self-editing in writing.
- b. Spelling books purchased for grades 3-6.
- c. Dividers printed for 3-6 graders to teach organizational and study skills.
- d. 100 high frequency words emphasized.
- e. Weekly lists sent home. pre tests given each Monday.
- f. Personal spelling dictionaries developed.
- g. Writing with editing groups.

GOAL 3: Increase and enhance school-wide communication.
- a. Classroom newsletters and school newsletters.
- b. Homework hotline
- c. Web page
- d. E mail
- e. Student weekly folders (primary grades)
- f. Progress reports, missing work reports, all completed work reports.
- g. Volunteers and guest speakers.
- h. Student lead conferences.
- i. Student dividers/record assignment and homework (intermediate grades)

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Kasuun School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
627	115%	115	16	70

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
613.5	645.7	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	13	-
Intermediate	-	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.875
Classroom Teachers	23.0	Bilingual Tutors	1.5
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	5.0	Custodians	3.0
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	2.0		
Nurses	1.0		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1

Kasuun School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
427	48	79	47	39	213	640
66.7%	7.5%	12.3%	7.3%	6.1%	33.3%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	627	114	18%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	1	0	0	3
Percent Not Promoted	1.9%	0%	0%	1.0%	0%	0%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
627	52	40	27	45	164	26.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	94	56	61	41	463	715
% in One Sch.	68.09%	76.79%	75.41%	80.49%	85.31%	81.26%
% in Same Sch.	60.64%	58.93%	45.90%	70.73%	64.15%	62.10%

Kasuun School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	68	54	47
	No.	102	98	74	70
Reading Comprehension	%ile	62	65	65	59
	No.	102	98	74	70
Total Reading	**%ile**	**62**	**68**	**61**	**53**
	No.	102	98	74	70
Language Mechanics	%ile	46	67	77	70
	No.	102	98	73	70
Language Expression	%ile	58	66	69	64
	No.	102	98	73	70
Total Language	**%ile**	**53**	**68**	**74**	**67**
	No.	102	98	73	70
Math Computation	%ile	55	58	56	63
	No.	102	98	73	70
Math Concepts and Applications	%ile	54	73	70	67
	No.	102	98	73	70
Total Mathematics	**%ile**	**56**	**69**	**66**	**66**
	No.	102	98	73	70
Total Battery	**%ile**	**58**	**69**	**70**	**62**
	No.	102	98	73	70
Word Analysis	%ile	59			
	No.	102			
Study Skills	%ile		72	63	60
	No.		98	74	70
Spelling	%ile	49	63	56	42
	No.	101	98	74	70
Science	%ile	61	72	50	53
	No.	102	98	74	70
Social Studies	%ile	53	61	67	56
	No.	102	98	74	70

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	68	69	N/A	N/A	N/A
4	Total Lang. Arts	68	68	N/A	N/A	N/A
4	Total Mathematics	69	62	N/A	N/A	N/A
6	Total Reading	53	60	N/A	N/A	N/A
6	Total Lang. Arts	67	59	N/A	N/A	N/A
6	Total Mathematics	66	70	N/A	N/A	N/A

Kasuun School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	71	26.8	43.7	29.6	67	69
	Lang. Arts	71	16.9	25.4	57.7	56	71*
	Math	71	25.4	32.4	42.3	62	72*
5	Reading	54	37.0	42.6	20.4	67	61
	Lang. Arts	54	25.9	31.5	42.6	67	74*
	Math	54	27.8	35.2	37.0	63	67
6	Reading	56	33.9	42.9	23.2	57	56
	Lang. Arts	55	23.6	45.5	30.9	68	70
	Math	56	14.3	57.1	28.6	65	70*

* Indicates Significant Difference in Means at .05 level.

Table 154

John F. Kennedy School Overview

Statement of Program

John F. Kennedy Elementary School provides a comprehensive program of instruction for students in grades K-6 whose parents reside or work on Fort Richardson. The school has an instructional staff which includes the Title I program to help underachieving students in reading/language arts. Kennedy students attend full-day kindergarten and have access to the gifted and talented program which is housed in our school. Kennedy staff also includes a speech teacher, nurse, bilingual tutor, and family school services coordinator as well as specialists for physical education, art, music, and library. There is a mini computer lab in the library which is used weekly by small groups of students.

The Kennedy PTA has an active parent volunteer program and helps run recreational reading and student achievement programs. Ongoing communication between the home and the school is a goal of the PTA and the Kennedy staff.

SCHOOL GOALS

Goal	Level of Achievement
Use District's Reading and Language Arts Benchmarks and Continuum and Scope and Sequence to provide the basic structure and goals for teaching Reading.	Attained
Increase phonemic awareness appropriate to grade and ability levels.	Attained
Promote self esteem through recognition of individual talents and strengths.	Attained

BUDGET*

1996-97 Expenditures	$1,267,812
1997-98 Budgeted Amount	$1,045,468
1998-99 Adopted Budget	$1,025,811

*Dollars budgeted or expended are general fund only.

John F. Kennedy School Overview

School Report Card Statement

Kennedy, J. F. Elementary School **Betty Silverthorn**

I am extremely pleased about this school year, especially in regards to our staff and parents working so closely together to give every student a very positive experience at John F. Kennedy. This is my second year with this staff and even though I was pleased about last year, I feel that the entire staff worked together more collaboratively with each other, across grade levels and with our Special Education and Title I staff. Our goals of implementing reading benchmarks, improving spelling instruction and application, and continuing with our student and staff recognition have been met very successfully. We will continue with all of our academic goals along with an addition of more specific "in building" benchmarks for our grades four through sixth. We want to create more interdisciplinary teaming at this level. In addition, we have received another Title VI and another Title VI B grant for the school year 1998-99.

John F. Kennedy School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
232	76%	35	1	20

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
238.2	246.6	96.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	5	-
Intermediate	-	3	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	10.0	Title I Coordinators/Specialists	2.0
Librarians	1.0	Bilingual Tutors	.55
Special Education Teachers	1.5	Title I Parent Workers	3.0
Music Teachers	.4	Teacher Assistants/Aides	1.0
Art Teachers	.3	Clerical Support Staff	1.0
Physical Education Teachers	.5	Custodians	2.0
Gifted Teachers	1.0		
Nurses	.5		

Special Programs: Full-Day Kindergarten, Title I, Gifted sites, Slingerland for grade 1

John F. Kennedy School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
138	62	8	4	22	96	234
59.0%	26.5%	3.4%	3.4%	9.4%	41.0%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	232	141	60%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
232	63	32	4	5	104	44.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	8	9	83	27	168	295
% in One Sch.	100.00%	33.33%	63.86%	66.67%	73.81%	69.83%
% in Same Sch.	100.00%	55.56%	53.01%	66.67%	42.86%	49.83%

John F. Kennedy School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	50	53	67	50
	No.	42	38	27	29
Reading Comprehension	%ile	53	53	48	68
	No.	42	38	27	29
Total Reading	**%ile**	**52**	**53**	**60**	**62**
	No.	42	38	27	29
Language Mechanics	%ile	38	64	60	71
	No.	42	38	27	29
Language Expression	%ile	55	60	58	56
	No.	42	38	27	29
Total Language	**%ile**	**48**	**62**	**60**	**64**
	No.	42	38	27	29
Math Computation	%ile	29	52	47	61
	No.	42	38	27	29
Math Concepts and Applications	%ile	37	63	53	73
	No.	42	38	27	29
Total Mathematics	**%ile**	**33**	**60**	**52**	**68**
	No.	42	38	27	29
Total Battery	**%ile**	**43**	**58**	**59**	**65**
	No.	42	38	27	29
Word Analysis	%ile	47			
	No.	42			
Study Skills	%ile		64	51	55
	No.		38	27	29
Spelling	%ile	48	62	32	46
	No.	42	38	27	29
Science	%ile	44	56	50	52
	No.	42	38	27	29
Social Studies	%ile	47	49	61	53
	No.	42	38	27	29

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	53	52	67	23	56
4	Total Lang. Arts	62	52	60	30	56
4	Total Mathematics	60	62	51	18	54
6	Total Reading	62	44	57	52	44
6	Total Lang. Arts	64	46	61	67	50
6	Total Mathematics	68	35	53	41	40

John F. Kennedy School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	25	40.0	44.0	16.0	63	53*
	Lang. Arts	25	28.0	48.0	24.0	63	64
	Math	25	40.0	40.0	20.0	69	56*
5	Reading	18	11.1	55.6	33.3	44	54
	Lang. Arts	18	22.2	44.4	33.3	45	55
	Math	18	55.6	38.9	5.6	64	43*
6	Reading	19	21.1	36.8	42.1	48	60
	Lang. Arts	19	36.8	47.4	15.8	75	64
	Math	19	15.8	47.4	36.8	57	63

* Indicates Significant Difference in Means at .05 level.

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Table 155

Kincaid School Overview

Statement of Program

Kincaid Elementary School will provide a complete K-6 program of instruction for its students. The school staff will include a librarian, special education resource and intensive needs teachers, a physical education teacher, a music teacher and an art teacher.

The needs of all students will be met through a variety of developmentally appropriate teaching methods. Opportunities for both team teaching and self-contained classrooms are included in the program. The goal of the education program is to educate our students for today and the future, and to develop skills and a love of learning that will prepare them to be contributing citizens and employees in an ever changing world.

We are a neighborhood school and recognize that a program cannot be built without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Research and teach reading strategies to all primary students.	Attained
Increase achievement in spelling.	Attained
Use available building technology across the curriculum.	Attained
Maximize parent/community involvement.	Attained

BUDGET*

1996-97 Expenditures	$1,799,162
1997-98 Budgeted Amount	$1,673,720
1998-99 Adopted Budget	$1,577,500

*Dollars budgeted or expended are general fund only.

Kincaid School Overview

School Report Card Statement

Kincaid Elementary School **Bruce Lamm**

1997-98 has been an interesting one at Kincaid Elementary School. At the end of September we had a major flood that all but destroyed our Library. This disaster set us back on some of the plans we had for our second year, but also helped bring the community and school closer together. This has also been a successful year. Our satisfaction rate with parents, students, and staff is high. Test scores are good and this remains a great place in which to work and learn.

Next year will be different, we are loosing teachers to transfer and retirement. We (Staff and parent Community) still remain dedicated to making this the best elementary school in Anchorage.

Kincaid School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
487	89%	81	38	24

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
461.2	489.1	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	8	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.625
Classroom Teachers	21.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	2.0		
Nurses	1.0		

Special Programs: Gifted sites, Computer labs, Intensive needs site, Slingerland for grade 1

Kincaid School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
417	13	28	22	9	72	489
85.3%	2.7%	5.7%	4.5%	1.8%	14.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	487	50	10%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
525	31	20	23	15	89	17.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	38	27	15	11	440	531
% in One Sch.	73.68%	77.78%	86.67%	72.73%	87.73%	85.88%
% in Same Sch.	50.00%	70.37%	60.00%	63.64%	68.86%	67.23%

Kincaid School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		**GRADE**			
		3	**4**	**5**	**6**
Reading Vocabulary	%ile	78	70	67	68
	No.	58	81	63	59
Reading Comprehension	%ile	67	69	72	69
	No.	59	81	64	59
Total Reading	**%ile**	**74**	**72**	**73**	**69**
	No.	58	81	63	59
Language Mechanics	%ile	49	69	69	71
	No.	59	81	64	59
Language Expression	%ile	62	67	71	71
	No.	59	81	64	59
Total Language	**%ile**	**56**	**69**	**72**	**72**
	No.	59	81	64	59
Math Computation	%ile	66	73	51	84
	No.	58	81	64	58
Math Concepts and Applications	%ile	75	75	74	83
	No.	58	81	64	58
Total Mathematics	**%ile**	**74**	**75**	**65**	**84**
	No.	58	81	64	58
Total Battery	**%ile**	**71**	**73**	**72**	**77**
	No.	58	81	63	58
Word Analysis	%ile	59			
	No.	59			
Study Skills	%ile		75	66	74
	No.		80	64	58
Spelling	%ile	54	58	57	59
	No.	59	81	64	59
Science	%ile	70	63	64	62
	No.	58	81	64	58
Social Studies	%ile	61	63	72	60
	No.	58	80	64	58

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	72	72	N/A	N/A	N/A
4	Total Lang. Arts	69	70	N/A	N/A	N/A
4	Total Mathematics	75	76	N/A	N/A	N/A
6	Total Reading	69	75	N/A	N/A	N/A
6	Total Lang. Arts	72	74	N/A	N/A	N/A
6	Total Mathematics	84	74	N/A	N/A	N/A

Kincaid School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	61	31.1	45.9	23.0	74	74
	Lang. Arts	61	29.5	29.5	41.0	64	70*
	Math	61	27.9	32.8	39.3	74	76
5	Reading	50	26.0	48.0	26.0	72	73
	Lang. Arts	51	25.5	41.2	33.3	72	73
	Math	51	51.0	39.2	9.8	80	66*
6	Reading	50	30.0	44.0	26.0	69	69
	Lang. Arts	50	26.0	50.0	24.0	72	70
	Math	50	16.0	38.0	46.0	72	84*

* Indicates Significant Difference in Means at .05 level.

Table 156

Klatt School Overview

Statement of Program

Klatt Elementary School is dedicated to offering a well-rounded education in all subject areas, with an ongoing emphasis on academic achievement in the basic subject areas of language arts, math and reading. Professionally sound and individually appropriate learning experiences are provided to meet varying needs, abilities, interests, and special talents of students. Klatt provides full-day kindergarten and the Resolving Conflict Creatively Program in grades K-6.

Parents and community members have and will continue to play important roles in the development and operation of school programs.

SCHOOL GOALS

Goal	Level of Achievement
Implement a balanced reading program.	Attained
Increase knowledge and integration of technology by students, staff, and families.	Attained
Increase achievement at each grade level in spelling.	Partially Attained
Increased inter-personal problem solving skills.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,994,456
1997-98 Budgeted Amount	$2,006,321
1998-99 Adopted Budget	$1,921,937

*Dollars budgeted or expended are general fund only.

Klatt School Overview

School Report Card Statement

Klatt Elementary School **Loucrecia Collins**

Klatt Elementary School students, parents, and staff successfully attained each of the four goals established for the 1997-98 school year. An instructional grant was awarded for the 1997-98 school year which allowed the school to continue moving forward with technology. "Creating More Nests of Nerds," our technology grant, provided the impetus for more teacher training and collaboration efforts during the school year. Teachers continued teaching the lessons of RCCP and Project Achieve to continue developing a positive environment for all learners in 1997-98. Hillside Rotary and Sam's Club have continued to support our school through School Business Partnerships. We added two business partnerships, Anchorage Sand & Gravel, and Kinko's Copies on Dimond. Through a concerted effort, the community has come together to support the school theme, "It Takes a Whole Village to Raise a Child."

During the school year, many activities were planned to develop responsible citizenship among students. Students received instruction on conflict resolution strategies. The theme of peace was taught through music, classroom instruction, and morning announcements. Our school raised the Klatt Peace Flag in September. During this formal ceremony, students pledged to support conflict resolution as a method of solving problems at school. Our student mediators provided support for students who had conflicts. They were visible on the playground during lunch recess. Over 32 mediations have occurred for Klatt students.

Our school participated in the first-ever Artist-in-Residence Program with Shirley Mae Staten. Her two week residency focused on self esteem, story telling, poetry and songs. As a culminating activity, students presented a moving stage production, 'IT TAKES A VILLAGE'.

Quality education will continue to be the impetus for the Klatt teaching staff. We have begun examining Reading pedagogy at all grade levels. We support the construct of a balanced approach to literacy instruction. The Staff members recognize the need to infuse technology into the curriculum. Hence, teachers are exploring ways to interface technology into school programs.

The Klatt PTA continues to work closely with the teachers and administration in the areas of technology, discipline policy issues, positive school climate, and the continued success of our educational program.

Klatt School Characteristics

SCHOOL MEMBERSHIP

September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
525	120%	83	40	89

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
493.6	529.3	93.2%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	4	7	-
Intermediate	-	8	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	1.0
Special Education Teachers	3.0	Teacher Assistants/Aides	3.0
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	2.5
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Full-Day Kindergarten, Indian Ed.

Klatt School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
370	12	71	46	32	161	531
69.7%	2.3%	13.34%	8.7%	6.0%	30.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	525	141	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	2	0	2	2	0	8
Percent Not Promoted	2.4%	2.3%	0%	2.7%	2.8%	0%	1.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
487	27	40	34	49	150	30.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	81	49	18	40	407	595
% in One Sch.	74.07%	89.80%	61.11%	70.00%	81.33%	79.66%
% in Same Sch.	61.73%	77.55%	66.67%	52.50%	66.34%	65.71%

Klatt School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	59	58	49
	No.	62	70	71	64
Reading Comprehension	%ile	55	62	55	61
	No.	61	70	71	64
Total Reading	**%ile**	**57**	**62**	**59**	**57**
	No.	61	70	71	64
Language Mechanics	%ile	39	49	60	68
	No.	62	70	71	64
Language Expression	%ile	51	50	64	56
	No.	62	70	71	64
Total Language	**%ile**	**44**	**49**	**62**	**63**
	No.	62	70	71	64
Math Computation	%ile	64	56	47	49
	No.	62	71	71	63
Math Concepts and Applications	%ile	61	60	61	69
	No.	62	71	71	64
Total Mathematics	**%ile**	**65**	**59**	**54**	**61**
	No.	61	71	71	63
Total Battery	**%ile**	**57**	**57**	**60**	**61**
	No.	60	70	71	63
Word Analysis	%ile	49			
	No.	63			
Study Skills	%ile		68	60	58
	No.		71	71	64
Spelling	%ile	53	53	46	46
	No.	62	70	71	64
Science	%ile	46	65	52	55
	No.	62	71	71	64
Social Studies	%ile	49	57	62	55
	No.	62	71	71	64

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	62	66	65	51	37
4	Total Lang. Arts	49	64	50	45	45
4	Total Mathematics	59	64	60	49	49
6	Total Reading	57	58	53	51	53
6	Total Lang. Arts	63	61	61	50	54
6	Total Mathematics	61	62	61	61	54

Klatt School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	52	17.3	32.7	50.0	50	61*
	Lang. Arts	51	9.8	45.1	45.1	41	49*
	Math	51	27.5	39.2	33.3	54	57
5	Reading	50	24.0	46.0	30.0	61	62
	Lang. Arts	50	12.0	54.0	34.0	58	67*
	Math	50	24.0	52.0	24.0	61	60
6	Reading	50	22.0	40.0	38.0	56	60
	Lang. Arts	49	28.6	36.7	34.7	60	65
	Math	48	31.3	41.7	27.1	60	61

* Indicates Significant Difference in Means at .05 level.

Table 157

Lake Hood School Overview

Statement of Program

Lake Hood Elementary School provides a complete K-6 program of instruction to its students.

Emphasis is placed on the integration of technology in the classroom as guided by curriculum. Opportunities are provided in the program to provide a positive atmosphere, to build self-esteem, include working together as a team, and gaining a sense of ownership: school, classroom, and community.

Lake Hood is a neighborhood school which welcomes the active involvement of the community in the education of their students.

SCHOOL GOALS	
Goal	**Level of Achievement**
Reading will be enhanced.	Partially Attained
Increase mathematics performance.	Partially Attained
Use technology in the curriculum.	Partially Attained
Improve parent understanding, participation, and involvement in school programs.	Partially Attained

BUDGET*	
1996-97 Expenditures	$1,825,334
1997-98 Budgeted Amount	$1,655,154
1998-99 Adopted Budget	$1,759,589

*Dollars budgeted or expended are general fund only.

Lake Hood School Overview

School Report Card Statement

Lake Hood Elementary School **Gary Cannon**

Parents and teachers at Lake Hood are commended for their exceptional efforts in developing and implementing school goals and activities. The dialog between parents and teachers in developing our goals lead to a stronger understanding of parents and teachers to the needs of our students. The process of planning and implementing school enrichment activities has secured a bond between parent and staff, and has greatly enriched our students' year.

We greatly appreciate the involvement of our parents and congratulate our PTA for their exceptional efforts and support in reaching toward our goals.

Lake Hood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
507	93%	55	24	117

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
479.2	509.7	94.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	12	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	19.0	Bilingual Tutors	2.0
Librarians	1.0	Health Attendant	.4
Special Education Teachers	2.0	Clerical Support Staff	1.75
Music Teachers	.9	Custodians	3.0
Art Teachers	.5		
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	.6		

Special Programs: Computer labs, Slingerland for grade 1

Lake Hood School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	**Black**	**American Native**	**Asian/ Pac. Islander**	**Hispanic**	**Total Minority**	**School Total**
265	32	74	124	17	247	512
51.8%	6.3%	14.5%	24.2%	3.3%	48.2%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	**School Level**	**Number in Attendance Area**	**Number of Children from Low Income Families***	**Percent of Children from Low Income Families***
1997-98	Elementary	507	108	21%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	**New Enrollment**	**Withdrawals**	**Transfer Out**	**Transfer In**	**Total Mobility**	**Percent Mobility**
507	43	23	44	36	146	28.8%

STABILITY RATES OF STUDENTS						
Data Type	**American Native**	**Asian/ Pac. Islander**	**Black**	**Hispanic**	**White**	**Total**
Number	87	132	36	21	290	566
% in One Sch.	66.67%	87.12%	88.89%	71.43%	82.76%	81.27%
% in Same Sch.	40.23%	65.15%	66.67%	76.19%	61.72%	60.07%

Lake Hood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	49	63	52	55
	No.	72	62	62	62
Reading Comprehension	%ile	49	63	51	69
	No.	70	62	62	62
Total Reading	**%ile**	**49**	**64**	**53**	**64**
	No.	70	62	62	62
Language Mechanics	%ile	46	70	66	70
	No.	72	62	63	60
Language Expression	%ile	47	67	60	65
	No.	72	62	63	60
Total Language	**%ile**	**47**	**70**	**63**	**67**
	No.	72	62	63	60
Math Computation	%ile	58	76	59	65
	No.	71	62	63	61
Math Concepts and Applications	%ile	52	74	57	65
	No.	71	61	62	61
Total Mathematics	**%ile**	**55**	**78**	**59**	**65**
	No.	71	61	62	61
Total Battery	**%ile**	**50**	**71**	**60**	**66**
	No.	69	61	62	60
Word Analysis	%ile	42			
	No.	72			
Study Skills	%ile		69	50	69
	No.		61	62	61
Spelling	%ile	41	56	52	51
	No.	72	62	62	61
Science	%ile	43	67	46	58
	No.	71	61	62	61
Social Studies	%ile	49	70	57	61
	No.	71	61	61	61

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	64	51	N/A	N/A	N/A
4	Total Lang. Arts	70	56	N/A	N/A	N/A
4	Total Mathematics	78	52	N/A	N/A	N/A
6	Total Reading	64	58	N/A	N/A	N/A
6	Total Lang. Arts	67	68	N/A	N/A	N/A
6	Total Mathematics	65	64	N/A	N/A	N/A

Lake Hood School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	38	44.7	28.9	26.3	67	65
	Lang. Arts	38	13.2	36.8	50.0	56	69*
	Math	38	26.3	28.9	44.7	62	77*
5	Reading	46	23.9	37.0	39.1	47	52
	Lang. Arts	47	14.9	44.7	40.4	55	63*
	Math	46	21.7	34.8	43.5	51	60*
6	Reading	48	27.1	41.7	31.3	61	65
	Lang. Arts	47	42.6	38.3	19.1	77	69*
	Math	48	20.8	39.6	39.6	58	66*

* Indicates Significant Difference in Means at .05 level.

Table 158

Lake Otis School Overview

Statement of Program

Lake Otis Elementary School provides a K-6 program of instruction. The kindergarten program is full day. The instructional staff includes a librarian, physical education teachers, resource teachers, classroom music teachers, and art teacher. In addition, specialists are provided in the areas of speech, band, orchestra, Indian education, psychology, bilingual education, and nursing services.

The staff at Lake Otis is dedicated to providing an excellent education with an emphasis on academics and a positive school climate. Outstanding after school activities are provided by the Community School program.

The community is very involved in the total school program and many parents volunteer their time and services to assist teachers and students. Lake Otis also participates in the Foster Grandparents program and welcomes senior citizens into the classroom.

SCHOOL GOALS

Goal	Level of Achievement
Increase recreational reading time.	Attained
Improve attitude about spelling accuracy and improve spelling performance.	Attained
Emphasize positive school climate.	Attained

BUDGET*

1996-97 Expenditures	$2,111,968
1997-98 Budgeted Amount	$2,046,632
1998-99 Adopted Budget	$2,103,919

*Dollars budgeted or expended are general fund only.

Lake Otis School Overview

School Report Card Statement

Lake Otis Elementary School **Lace Fenwick**

Lake Otis students, staff, and parents successfully achieved the goals established for the 1997-98 school year. The academic goals of increasing recreational reading and students improving an attitude of caring about spelling accuracy and improving their spelling performance of high frequency words by 100% were achieved. Our goal for continuing to improve school climate involved our students, teachers, parents, and our School Business Partners.

There have been several opportunities for parents to become more actively involved in the education partnership. Read in night, recreational reading program, artist in residence, adopt a stream, salmon release, bike rodeo, referral free activities were made available at Lake Otis with a positive response from students and parents. Read in night and music day were special and successful events this year in which many parents and community members actively participated.

Lake Otis offered classes this year to assist parents in dealing with a number of concerns that relate to parents and students. The classes were titled "The Perfect Parent and Other Myths". This was a successful endeavor and we hope to expand the program next year.

The PTA has continued to be extremely active and supportive for all students and staff at Lake Otis.

It is evident from the current student and parent surveys that there is a very positive attitude toward Lake Otis School, staff, and the quality of programs offered here.

The staff, parents, and students at Lake Otis School have a lot to be proud of in the success they have achieved. A continuation of the home/school partnership is important for all students to meet the challenges of the future.

A meeting was held at Lake Otis on May 14, 1998 to report to the community the progress of our school goals.

Lake Otis School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
529	107%	101	20	53

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
497.0	527.7	94.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	14	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers	22.0	Bilingual Tutors	1.5
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.8	Teacher Assistants/Aides	2.5
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	3.0
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Full-Day Kindergarten, Indian Ed., Slingerland for grade 1

Lake Otis School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
329	63	79	33	26	201	530
62.1%	11.9%	14.9%	6.2%	4.9%	37.9%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	529	184	34%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	3	6	1	4	0	19
Percent Not Promoted	5.6%	3.3%	9.8%	1.7%	6.7%	0%	4.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
529	49	51	42	40	182	34.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	90	38	75	28	372	603
% in One Sch.	63.33%	73.68%	68.00%	78.57%	82.53%	77.11%
% in Same Sch.	46.67%	52.63%	53.33%	53.57%	62.10%	57.71%

Lake Otis School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	64	69	67	41
	No.	50	57	54	48
Reading Comprehension	%ile	64	67	74	45
	No.	50	57	54	48
Total Reading	**%ile**	**65**	**70**	**73**	**42**
	No.	50	57	54	48
Language Mechanics	%ile	52	57	75	49
	No.	50	57	53	47
Language Expression	%ile	60	73	76	38
	No.	50	57	54	48
Total Language	**%ile**	**55**	**67**	**78**	**43**
	No.	50	57	53	47
Math Computation	%ile	57	51	59	28
	No.	51	57	54	48
Math Concepts and Applications	%ile	60	75	82	50
	No.	50	57	53	47
Total Mathematics	**%ile**	**60**	**67**	**75**	**38**
	No.	50	57	53	47
Total Battery	**%ile**	**61**	**70**	**78**	**41**
	No.	49	56	53	46
Word Analysis	%ile	56			
	No.	51			
Study Skills	%ile		72	73	50
	No.		55	54	48
Spelling	%ile	52	53	58	38
	No.	50	57	54	48
Science	%ile	64	64	66	37
	No.	50	55	54	48
Social Studies	%ile	65	65	75	41
	No.	49	55	54	48

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	70	77	69	56	51
4	Total Lang. Arts	67	74	52	55	55
4	Total Mathematics	67	83	64	64	64
6	Total Reading	42	54	49	49	44
6	Total Lang. Arts	43	57	57	47	44
6	Total Mathematics	38	41	50	45	39

Lake Otis School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	42	35.7	38.1	26.2	77	73
	Lang. Arts	41	24.4	36.6	39.0	67	75*
	Math	41	36.6	36.6	26.8	68	71
5	Reading	40	32.5	37.5	30.0	81	77
	Lang. Arts	40	12.5	40.0	47.5	74	81*
	Math	40	45.0	42.5	12.5	85	79*
6	Reading	33	15.2	72.7	12.1	51	47
	Lang. Arts	33	42.4	30.3	27.3	54	50
	Math	34	41.2	32.4	26.5	45	43

* Indicates Significant Difference in Means at .05 level.

Table 159

Mountain View School Overview

Statement of Program

Mountain View Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities.

The school has a reading specialist, a mathematics specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a resource tutorial staff, and SMSI trained teachers.

The staff at Mountain View is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Increase reading and spelling performances.	Attained
Increase parent involvement.	Attained
Establish a school-wide discipline plan and implement RCCP.	Partially Attained
Develop a schoolwide earthquake emergency operations plan.	Partially Attained
Improve technological literacy.	Attained

BUDGET*

1996-97 Expenditures	$1,645,263
1997-98 Budgeted Amount	$1,823,807
1998-99 Adopted Budget	$1,758,600

*Dollars budgeted or expended are general fund only.

Mountain View School Overview

School Report Card Statement

Mountain View Elementary School **Doris Ross**

The students, staff, parents, and community of Mountain View made a lot of progress this school year both academically and with professional growth. Our students increased in their reading skills by eighty-six percent, their spelling skills by fifty-six percent, and in writing by eighty-six percent. This was higher than our expected goal of fifty percent. Parents were taught how to teach their children by learning basic reading skills, how to work with their children in communicating more positively, basic CPR training, how to attain their GED, and encouraged to participate in schoolwide family reading groups and classrooms. Through the efforts of the P.T.A. and the staff, Mountain View was able to start their Emergency Preparedness Kits. This is an ongoing effort for the 98/99 school year. The committee was also trained in emergency preparedness. A discipline committee was formed to develop a schoolwide discipline plan, a detention room was formed, and parents were sought for input as to discipline procedures that could be used to benefit their children to eliminate unnecessary out of school suspension. Staff , students and parents were trained in the technology field and later a technology aide was hired so that students and staff could benefit from the computer lab more.

Parent participation was improved by fifty percent this school year. Because of much participation I had parents available who could benefit from extra funding made available from Migrant Ed. and Title 1. With this funding, I was able to hire three of the parents as Parent Aides.

The school was also fortunate to receive a School-To-Work Grant. With this grant we were able to utilize some of the funding for extra field trips, bus trips, develop special projects in some of the classrooms, bring in outside speakers, initiate a school newspaper, bring in new school business partners, and have an artist-in-resident in the building for two weeks.

The overall year has been a good year. The Mountain View Community as a whole has grown as a result of the Mountain View staff's diligence.

Mountain View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
412	88%	86	5	161

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
368.0	407.6	90.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	4	-
Intermediate	-	6	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers (2 funded by Title I)	19.0	Title I Coordinators/Specialists	5.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.0	Indian Education Tutor/Counselor	1.0
Music Teachers	.9	Teacher Assistants/Aides	1.0
Art Teachers	.5	Title I Tutor/TA	1.0
Physical Education Teachers	1.0	Title I Parent Worker	1.0
Bilingual Teachers	1.0	Clerical Support Staff	1.5
Counselors	1.0	Custodians	3.0
Nurses	.7		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I. Slingerland for grades 1-4, Computer Labs, Breakfast program, Counselors

Mountain View School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
78	86	112	64	49	311	389
20.1%	22.1%	28.8%	16.5%	12.6%	80.0%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	412	399	96%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
412	57	57	76	79	269	65.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	146	98	122	61	111	538
% in One Sch.	53.42%	60.20%	59.02%	70.49%	53.15%	57.81%
% in Same Sch.	46.58%	48.98%	39.34%	59.02%	48.65%	47.21%

Mountain View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	22	36	27	33
	No.	56	49	48	34
Reading Comprehension	%ile	25	31	34	34
	No.	56	49	48	34
Total Reading	**%ile**	**22**	**33**	**31**	**33**
	No.	56	49	48	34
Language Mechanics	%ile	14	36	42	51
	No.	56	48	48	35
Language Expression	%ile	22	29	28	34
	No.	55	48	48	35
Total Language	**%ile**	**15**	**32**	**34**	**42**
	No.	55	48	48	35
Math Computation	%ile	26	51	42	41
	No.	56	48	47	35
Math Concepts and Applications	%ile	21	36	34	41
	No.	56	48	47	35
Total Mathematics	**%ile**	**21**	**42**	**36**	**39**
	No.	56	48	47	35
Total Battery	**%ile**	**17**	**35**	**32**	**36**
	No.	55	48	47	34
Word Analysis	%ile	15			
	No.	56			
Study Skills	%ile		45	49	32
	No.		48	48	35
Spelling	%ile	25	34	29	43
	No.	54	48	49	35
Science	%ile	21	33	27	23
	No.	55	48	49	35
Social Studies	%ile	27	26	39	36
	No.	56	48	49	35

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	33	26	38	25	22
4	Total Lang. Arts	48	27	31	30	22
4	Total Mathematics	42	36	23	37	24
6	Total Reading	33	35	23	26	32
6	Total Lang. Arts	35	41	23	26	31
6	Total Mathematics	39	39	50	42	40

Mountain View School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	27	14.8	33.3	51.9	21	33*
	Lang. Arts	26	7.7	38.5	53.8	22	34*
	Math	26	11.5	38.5	50.0	27	41*
5	Reading	29	24.1	34.5	41.4	27	31
	Lang. Arts	29	20.7	31.0	48.3	28	62
	Math	28	42.9	39.3	17.9	39	31
6	Reading	21	14.3	33.3	52.4	23	35*
	Lang. Arts	21	28.6	47.6	23.8	44	45
	Math	21	14.3	52.4	33.3	44	46

* Indicates Significant Difference in Means at .05 level.

Table 160

Muldoon School Overview

Statement of Program

Muldoon Elementary is a Title I school-wide site which provides a fully inclusive, multi-age K-6 instructional program. The school-wide plan provides lower class sizes, four classroom teachers who are certificated in special education as well as regular education, a social skills teaching assistant, a computer lab teaching assistant, and 8-10 part-time parent workers. The instructional staff includes special education, physical education, art, and music teachers. Muldoon has a full-day kindergarten program and a counseling program.

Muldoon is dedicated to offering the students of the area a well-rounded and enriched education. The school program promotes a safe, healthy environment; high academic, social and personal standards and expectations; parent and community partnerships; positive relationships between home and school through open communication; critical thinking and problem solving; responsible decision making; and, pride and acceptance in self and others.

SCHOOL GOALS

Goal	Level of Achievement
Students in grades K-2 will meet reading standards and expectations.	Attained
Students in grades 3-6 will meet reading standards and expectations	Partially Attained
Students in grades 2-6 will master the words most frequently used in writing.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,437,636
1997-98 Budgeted Amount	$1,708,701
1998-99 Adopted Budget	$1,684,449

*Dollars budgeted or expended are general fund only.

Muldoon School Overview

School Report Card Statement

Muldoon Elementary School **Virginia Juettner**

The Muldoon staff was very focused on school goals this year with full implementation of our action plans. There was tremendous progress in reading, in particular, with changes in how we approached interventions for underachieving students and in schoolwide activities for reading. Many of our students joined the "literacy club" this year, learning to enjoy books for the first time. I believe that we accomplished changing student attitudes and beliefs about reading on a large scale. With positive attitudes towards reading, we will be able to accomplish the academic goals which will continue next year.

The staff wants to continue with the same goals next year. As a team, fifteen staff members took the First Steps class. We will adapt our action plans around the First Steps program. A team is meeting this summer to design a schoolwide assessment plan that will document how we meet district, state and national standards. This plan will be put in place in the fall after staff training. This will be another component to help us identify learning needs and teach using a developmental approach. As the staff becomes confident in the use of First Steps Reading, we will add the other components, Oral Language, Writing and Spelling.

The staff will continue to work on a spelling goal which focuses on the use of correct spellings in school assignments. We had success in working on spelling lists this year, but feel the focus needs to be on spelling in writing.

Muldoon School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
409	120%	81	12	74

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
369.3	397.1	93.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	3	-
Intermediate	4	1	-
Combination (Multi-age)	5	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.625
Classroom Teachers (2 funded by Title I)	20.0	Title I Coordinators/Specialists	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	3.5	Teacher Assistants/Aides	5.0
Music Teachers	1.0	Clerical Support Staff	1.5
Art Teachers	.5	Custodians	2.0
Physical Education Teachers	1.0	Title I Parent Worker	8.0
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Computer labs, Counselors

Muldoon School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
158 39.4%	93 23.2%	95 23.7%	38 9.5%	17 4.2%	243 60.6%	401

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	409	266	65%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
409	52	62	77	64	255	62.3%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	135	45	113	21	199	513
% in One Sch.	57.04%	68.89%	64.60%	71.43%	61.31%	61.99%
% in Same Sch.	48.89%	60.00%	46.02%	42.86%	51.26%	49.90%

Muldoon School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	28	44	25	29
	No.	51	41	33	49
Reading Comprehension	%ile	27	43	40	41
	No.	51	41	33	49
Total Reading	**%ile**	**25**	**45**	**32**	**34**
	No.	51	41	33	49
Language Mechanics	%ile	10	37	44	36
	No.	51	41	33	49
Language Expression	%ile	24	37	37	40
	No.	51	41	33	49
Total Language	**%ile**	**15**	**36**	**39**	**37**
	No.	51	41	33	49
Math Computation	%ile	24	32	41	24
	No.	51	41	33	49
Math Concepts and Applications	%ile	31	43	49	39
	No.	51	41	33	49
Total Mathematics	**%ile**	**27**	**37**	**45**	**27**
	No.	51	41	33	49
Total Battery	**%ile**	**20**	**38**	**37**	**31**
	No.	51	41	33	49
Word Analysis	%ile	19			
	No.	51			
Study Skills	%ile		47	41	39
	No.		41	33	49
Spelling	%ile	29	30	44	36
	No.	51	41	33	49
Science	%ile	26	47	33	28
	No.	51	41	33	48
Social Studies	%ile	35	39	46	39
	No.	51	41	33	48

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	45	36	34	44	39
4	Total Lang. Arts	36	27	22	51	32
4	Total Mathematics	37	39	32	51	36
6	Total Reading	34	27	41	41	31
6	Total Lang. Arts	37	32	45	41	34
6	Total Mathematics	27	31	47	39	36

Muldoon School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	24	20.8	62.5	16.7	48	50
	Lang. Arts	24	16.7	50.0	33.3	33	41*
	Math	24	41.7	20.8	37.5	49	43
5	Reading	23	21.7	30.4	47.8	31	34
	Lang. Arts	23	13.0	43.5	43.5	29	41*
	Math	21	38.1	28.6	33.3	43	41
6	Reading	36	38.9	27.8	33.3	38	35
	Lang. Arts	36	30.6	36.1	33.3	39	39
	Math	36	33.3	36.1	30.6	36	28

* Indicates Significant Difference in Means at .05 level.

Table 161

North Star School Overview

Statement of Program

North Star Elementary School provides a complete K-6 program of instruction to its students. Kindergarten is a full day program. We meet the needs of a diverse community. The basic instructional program offers self contained, multiage, and combination classes, and strives to draw from each student the best of their capabilities and to develop positive attitudes about self, others, and school.

The North Star staff consists of classroom teachers, special education resource teachers and aides, speech/language, psychologist, Title I math and language arts specialists, family school services, bilingual learning center with teachers and tutors, Indian education tutor, counselors, physical education teacher, music and chorus, band and orchestra, library, art, full-time nurse, gifted program, and Title I child in transition program.

North Star is dedicated to providing a well-rounded education program with emphasis being placed on mastery of academic and social skills. North Star supports a resolving conflict resolution creativity program where problem solving skills are taught by classroom teachers and counselors and supported with trained student mediators. A before and after school program is provided at the school.

Parents and community are invited and encouraged to take an active part in the school, PTA programs, and Community School activities.

SCHOOL GOALS

Goal	Level of Achievement
Increase performance in language arts with emphasis on reading and spelling.	Partially Attained
To Increase performance in the areas of Math and Technology.	Attained
Continue to integrate Project Achieve with Resolving Conflict Creatively Program.	Attained
Increase parental involvement and participation in promoting the growth of children.	Attained

BUDGET*

1996-97 Expenditures	$1,832,496
1997-98 Budgeted Amount	$1,917,974
1998-99 Adopted Budget	$1,931,384

*Dollars budgeted or expended are general fund only.

North Star School Overview

School Report Card Statement

North Star Elementary School **Myrna Moulton**

This past year, 1997-98, has continued with positive and exciting growth. The Back to School Picnic in August started our year off with a positive start. Many families and teachers had an opportunity to meet, eat, and share ideas for a great year.

- We are on year two of our Title 1 Schoolwide Plan where delivery of the Title 1 and Special Ed. services were combined to ensure each classroom with 2 1/2 hours of additional certified support for our needy student population. Pull-outs and specialist classes were coordinated to ensure block time in reading/language arts and math. Lessons, and activities were planned to help students gain strategies to improve in the areas of reading/language arts, and math. Testing results show some gain in our stable population but also some loss. We will study the areas needed to improve and focus again next year to improve student skill levels. Our students and families supported our reading incentive programs and overall have a better attitude about reading for pleasure and for learning. Transience remains high at North Star (89%) and we need to continue to use instructional strategies that will help transient and stable students gain proficiency.

  Several members of our staff received training in "First Steps" for reading and will implement the program next year. Students will be placed on the reading continuum so that reading instruction, lessons, and activities will be more focused to help students gain proficiency.

- PTA continues to be active! The small band of dedicated parents continue to promote education and their children. They have sponsored many successful school events. Communication continues to be free flowing and positive. Parents are determined to keep North Star a safe, positive and nurturing environment for their children and families. PTA sponsored many successful social, healthy, fun and educational activities to promote a strong school and family partnership. Successful money making projects helped to pay for visiting authors, field trips, RCCP mediator and peace ambassadors activities, and community improvements. PTA is also invited and involved in the decision making in the areas of curriculum. They enjoy being active partners in education for their children.

- RCCP and our mediator program continues to be a big part of North Star. Project Achieve has been successfully integrated throughout the curriculum. Mediator training and peace ambassador training was successful giving us mediators for the playground and peace ambassadors to help out in activities in and out of school. We see a positive difference in our children.

- Our business partnership with Anchorage International Rotary continues to be successful. The Rotary Readers continued reading to our children in the Reading Room and in many classrooms. In addition they continue to honor the North Star Teacher of the Year where the teacher is honored by a luncheon with Rotary and a check to use in their classroom. Two of our multi-age teachers shared the award this year.

- In summary the year has been good. We see more parents in the building than ever before working, volunteering or just visiting. They are happy and feel their children are safe and in a positive learning environment. Many parents feel comfortable to call or drop in with their thoughts and feelings about how things should be or to ask for help. We still have much to do and learn but the partnership with the parents and community can only get better and the students will benefit in all areas!

North Star School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
480	86%	73	17	173

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
446.9	484.9	92.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	10	-
Intermediate	-	5	2
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.875
Classroom Teachers	20.0	Title I Coordinators/Specialists	5.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	4.0	Indian Education Tutor/Counselor	.5
Music Teachers	1.0	Teacher Assistants/Aides	2.0
Art Teachers	.5	Clerical Support Staff	1.625
Physical Education Teachers	1.0	Custodians	2.5
Bilingual Teachers	1.0	Title I Parent Worker	1.0
Gifted Teachers	2.0		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., , Breakfast program , Counselors, Full-Day Kindergarten, Gifted sites, Indian Ed., Slingerland for grade 1, Title I,

North Star School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
171	49	128	71	60	308	479
35.7%	10.2%	26.7%	14.8%	12.5%	64.3%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	480	330	68%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	0	0	0	2
Percent Not Promoted	2.3%	0%	0%	0%	0%	0%	.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
480	77	65	108	88	338	70.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	182	93	88	70	212	645
% in One Sch.	56.04%	65.59%	43.18%	65.71%	62.26%	58.76%
% in Same Sch.	46.70%	40.86%	34.09%	58.57%	52.83%	47.44%

North Star School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	47	43	41	26
	No.	52	76	40	58
Reading Comprehension	%ile	43	33	44	40
	No.	55	77	40	58
Total Reading	**%ile**	**45**	**37**	**43**	**33**
	No.	52	76	40	58
Language Mechanics	%ile	36	48	80	47
	No.	53	75	41	58
Language Expression	%ile	43	36	53	35
	No.	53	75	41	58
Total Language	**%ile**	**38**	**41**	**69**	**40**
	No.	53	75	41	58
Math Computation	%ile	58	31	55	28
	No.	55	77	41	58
Math Concepts and Applications	%ile	59	37	63	44
	No.	55	77	41	58
Total Mathematics	**%ile**	**60**	**33**	**61**	**33**
	No.	55	77	41	58
Total Battery	**%ile**	**48**	**36**	**60**	**33**
	No.	50	75	40	58
Word Analysis	%ile	42			
	No.	52			
Study Skills	%ile		47	55	37
	No.		75	40	58
Spelling	%ile	37	43	55	41
	No.	53	75	40	58
Science	%ile	43	43	47	27
	No.	55	75	40	58
Social Studies	%ile	41	39	58	40
	No.	55	75	40	57

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	37	48	40	39	28
4	Total Lang. Arts	41	59	32	50	39
4	Total Mathematics	33	46	24	55	31
6	Total Reading	33	42	32	33	32
6	Total Lang. Arts	40	48	28	34	36
6	Total Mathematics	33	38	36	37	36

North Star School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	43	23.3	51.2	25.6	42	41
	Lang. Arts	44	29.5	34.1	36.4	35	41
	Math	44	34.1	31.8	34.1	33	36
5	Reading	26	34.6	46.2	19.2	49	43
	Lang. Arts	26	19.2	42.3	38.5	61	70*
	Math	26	11.5	50.0	38.5	48	59*
6	Reading	39	35.9	41.0	23.1	36	31
	Lang. Arts	39	38.5	43.6	17.9	43	38
	Math	39	28.2	33.3	38.5	32	32

* Indicates Significant Difference in Means at .05 level.

Table 162

Northern Lights ABC School Overview

Statement of Program

Northern Lights ABC is an alternative elementary school serving a constituency that believes in and supports:

1. A strong emphasis on reading, math, written English and spelling.
2. A reading program founded upon phonics.
3. A positive, firm, and consistent pupil code of conduct.
4. A curriculum stressing patriotism and citizenship.
5. Maintaining high academic and department standards.
6. Character education experiences.
7. The concepts of competition and individual rights.

Northern Lights ABC is a strong advocate of the arts and is committed to providing a rich intramural program with opportunities for participation in music, art, drama, athletics, student government, and science. "You Can Do What You Think You Can Do" is the motto proudly posted to remind each pupil of his personal responsibility in the learning process.

SCHOOL GOALS	
Goal	**Level of Achievement**
Maintain or improve reading comprehension.	Attained
Maintain or improve their math skills.	Partially Attained
Maintain or improve Spelling skills.	Partially Attained
Exhibit courtesy and respect to all students, staff and visitors.	Attained

BUDGET*	
1996-97 Expenditures	$1,252,566
1997-98 Budgeted Amount	$1,282,131
1998-99 Adopted Budget	$1,734,515

*Dollars budgeted or expended are general fund only.

Northern Lights ABC School Overview

School Report Card Statement

Northern Lights ABC School **George Vest**

This year, this school underwent the move from a very old facility to a new one. This was stressful for students, parents and staff. I believe the stress manifested itself as petty complaints from all groups about everything.

Academically, it was a very successful year, although we had the highest number of retentions in our school's history. This year we also had the largest enrollment to date, 444, after adding a half day kindergarten, a first grade and a second grade class.

Northern Lights ABC School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
444	141%	20	0	27

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
420.7	442.6	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	11	-
Intermediate	-	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.25
Classroom Teachers	16.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	.2	Custodians	2.0
Music Teachers	.7		
Art Teachers	.4		
Physical Education Teachers	.8		
Nurses	.4		
Special Programs: Back to basics			

Northern Lights ABC School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
321	26	20	64	13	123	444
72.3%	5.9%	4.5%	14.4%	2.9%	27.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	444	31	6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
444	24	23	17	30	94	21. 2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	22	68	26	15	350	481
% in One Sch.	81.82%	88.24%	96.15%	80.00%	85.14%	85.86%
% in Same Sch.	59.09%	58.82%	61.54%	46.67%	60.86%	60.08%

Northern Lights ABC School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	85	82	82	79
	No.	50	54	54	54
Reading Comprehension	%ile	87	79	80	75
	No.	50	54	54	54
Total Reading	**%ile**	**88**	**83**	**83**	**79**
	No.	50	54	54	54
Language Mechanics	%ile	83	90	93	82
	No.	48	54	54	53
Language Expression	%ile	88	83	86	80
	No.	50	54	54	54
Total Language	**%ile**	**89**	**88**	**93**	**82**
	No.	46	54	54	53
Math Computation	%ile	71	88	88	92
	No.	50	54	54	53
Math Concepts and Applications	%ile	75	85	91	85
	No.	50	54	54	53
Total Mathematics	**%ile**	**75**	**89**	**92**	**89**
	No.	50	54	54	53
Total Battery	**%ile**	**88**	**88**	**93**	**86**
	No.	46	54	54	53
Word Analysis	%ile	86			
	No.	50			
Study Skills	%ile		87	83	80
	No.		54	54	53
Spelling	%ile	87	87	79	74
	No.	50	54	54	54
Science	%ile	77	78	69	80
	No.	50	54	54	53
Social Studies	%ile	74	86	85	79
	No.	50	54	54	53

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	83	83	80	77	69
4	Total Lang. Arts	88	84	84	81	75
4	Total Mathematics	89	91	87	88	77
6	Total Reading	79	82	77	77	68
6	Total Lang. Arts	82	88	83	71	71
6	Total Mathematics	89	95	85	89	77

Northern Lights ABC School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	42	31.0	45.2	23.8	85	84
	Lang. Arts	43	20.9	37.2	41.9	82	89*
	Math	43	18.6	41.9	39.5	83	89*
5	Reading	48	33.3	31.3	35.4	83	84
	Lang. Arts	48	6.3	37.5	56.3	84	92*
	Math	49	26.5	34.7	38.8	91	92
6	Reading	44	34.1	40.9	25.0	83	81
	Lang. Arts	43	25.6	51.2	23.3	84	83
	Math	43	20.9	44.2	34.9	86	91*

* Indicates Significant Difference in Means at .05 level.

Table 163

Northwood School Overview

Statement of Program

Northwood Elementary School provides a complete K-6 educational program. The school staff is dedicated to offering students a well-rounded education in language arts, mathematics, reading, health, social studies, science, music, art, and physical education. Academic achievement and mastery of basics are stressed. Northwood strives to meet individual needs by offering the Slingerland program at grade levels 1-4.

SCHOOL GOALS

Goal	Level of Achievement
All students will read independently by the end of second grade.	Partially Attained
Increased achievement in reading, writing and spelling.	Partially Attained
Increase achievement in mathematics.	Partially Attained
Increase parent and community awareness of factors in young people's lives that make them more likely to grow up healthy, caring, and responsible.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,457,041
1997-98 Budgeted Amount	$1,508,318
1998-99 Adopted Budget	$1,342,620

*Dollars budgeted or expended are general fund only.

Northwood School Overview

School Report Card Statement

Northwood Elementary School **Frank Randazzo**

The 97/98 school year was a year in which a dramatic increase of angry disturbed children was noted. Much time was devoted in dealing with non-academic issues which decreased drastically teacher/student contact time. School community is exploring ways to provide "wrap-a-round" services for dysfunctional families/youth by attempting to contract with mental health organizations. This would allow Northwood teachers to increase academic instruction time with their students.

Northwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
367	80%	81	11	66

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
342.4	370.2	92.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	5	1
Intermediate	2	4	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.5	Clerical Support Staff	1.0
Music Teachers	.7	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.7		
Bilingual Teachers	.5		
Nurses	.8		
Special Programs: Bilingual Ed., Indian Ed., Title I, Gifted Sites, Computer labs, Breakfast program			

Northwood School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
192	32	79	50	16	177	369
52.0%	8.7%	21.4%	13.6%	4.3%	48.0%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	367	150	40%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	3	0	2	0	0	10
Percent Not Promoted	10.6%	4.4%	0%	3.4%	0%	0%	3.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
367	31	36	53	55	175	47.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	110	58	41	17	223	449
% in One Sch.	49.09%	72.41%	70.73%	82.35%	75.34%	68.37%
% in Same Sch.	41.82%	65.52%	58.54%	76.47%	59.64%	56.57%

Northwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	49	55	46	39
	No.	53	59	50	34
Reading Comprehension	%ile	53	65	48	45
	No.	53	59	49	35
Total Reading	**%ile**	**51**	**61**	**47**	**41**
	No.	53	59	49	34
Language Mechanics	%ile	36	67	65	47
	No.	53	58	49	34
Language Expression	%ile	50	62	60	52
	No.	53	58	50	34
Total Language	**%ile**	**42**	**65**	**63**	**47**
	No.	63	58	49	34
Math Computation	%ile	41	79	71	65
	No.	53	58	50	34
Math Concepts and Applications	%ile	51	71	70	64
	No.	53	57	50	34
Total Mathematics	**%ile**	**47**	**78**	**73**	**65**
	No.	53	57	50	34
Total Battery	**%ile**	**46**	**70**	**61**	**50**
	No.	53	56	50	33
Word Analysis	%ile	46			
	No.	53			
Study Skills	%ile		67	49	51
	No.		58	49	34
Spelling	%ile	34	48	43	32
	No.	53	59	50	36
Science	%ile	48	63	42	46
	No.	53	58	49	34
Social Studies	%ile	57	65	55	45
	No.	53	57	49	34

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	61	58	64	57	36
4	Total Lang. Arts	65	54	62	48	34
4	Total Mathematics	78	78	68	57	40
6	Total Reading	41	56	47	57	43
6	Total Lang. Arts	47	53	55	54	42
6	Total Mathematics	65	57	49	66	45

Northwood School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	38	15.8	31.6	52.6	49	67*
	Lang. Arts	38	18.4	21.1	60.5	46	67*
	Math	35	5.7	17.1	77.1	56	82*
5	Reading	38	39.5	44.7	15.8	58	46*
	Lang. Arts	37	21.6	40.5	37.8	54	61
	Math	39	51.3	30.8	17.9	80	72*
6	Reading	21	52.4	38.1	9.5	57	47
	Lang. Arts	22	31.8	54.5	13.6	55	52
	Math	22	18.2	27.3	54.5	55	72*

* Indicates Significant Difference in Means at .05 level.

Table 164

Nunaka Valley School Overview

Statement of Program

Nunaka Valley provides an elementary school experience for children in full-day kindergarten through grade 6. In addition to the standard elementary school program, Nunaka Valley provides: multi-age classes, SMSI classes grades 1-6 (Slingerland teaching approach), the District tutorial program, special education resource teachers, speech/language services, and a bilingual tutor.

Nunaka Valley also has a very active Community School, and a before and after school Camp Fire Day Care Program. The Community School program includes enrichment and after-school activities for students, as well as adults and seniors. Active School Business Partnerships with Costco on DeBarr and Westmark Hotels provide opportunities for mutual support and service.

Nunaka Valley's educational program stresses the basics which include reading/language arts, math, social studies, science, art, music, library, computer literacy, health and safety, physical education, and 6th grade outdoor education.

The staff is very aware of the affective needs of the student body and places an emphasis on creative conflict resolution, teaching social skills and appreciation for self and others, valuing diversity, and providing a sense of safety and community where students feel respected and free to learn.

SCHOOL GOALS

Goal	Level of Achievement
Increase spelled words in writing.	Partially Attained
Assist students in attaining independent reading by the end of 3rd grade.	Attained
Create a vision for technology ; its use and implementation.	Attained

BUDGET*

1996-97 Expenditures	$1,477,715
1997-98 Budgeted Amount	$1,472,506
1998-99 Adopted Budget	$1,449,999

*Dollars budgeted or expended are general fund only.

Nunaka Valley School Overview

School Report Card Statement

Nunaka Valley Elementary School **Barbara Weil**

This has been an exciting year at Nunaka as building renovation plans were completed. The original 1954 structure and subsequent additions will be completely remodeled to provide well functioning mechanical systems, electronic networking, security and communications systems, redesign of instructional space and public areas. The playground will be improved and a standard size gym will be constructed.

Staff, community and students have participated in this project.

Reading and spelling instruction was emphasized through examination of program practices and teacher training. Reading instruction was merged with planning for technology so advances in one area support advances other curriculums.

A school business partnership was added to the two existing.

Nunaka Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
369	97%	60	10	48

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
368.2	390.4	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	8	-
Intermediate	-	4	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	16.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.0
Special Education Teachers	3.0	Clerical Support Staff	1.0
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.8		
Nurses	.6		

Special Programs: Community School, Full-Day Kindergarten, Slingerland

Nunaka Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
205	45	89	23	23	180	385
53.3%	11.7%	23.1%	6.0%	6.0%	46.8%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	369	186	50%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
369	23	19	33	52	127	34.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	106	31	49	25	235	446
% in One Sch.	60.38%	67.74%	87.76%	92.00%	78.30%	75.11%
% in Same Sch.	43.40%	54.84%	59.18%	64.00%	62.98%	57.40%

Nunaka Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	45	47	40
	No.	44	57	29	52
Reading Comprehension	%ile	36	39	41	55
	No.	44	57	29	52
Total Reading	**%ile**	**44**	**42**	**46**	**48**
	No.	44	57	29	52
Language Mechanics	%ile	34	46	61	58
	No.	43	57	28	54
Language Expression	%ile	47	45	56	47
	No.	44	57	28	54
Total Language	**%ile**	**39**	**46**	**60**	**51**
	No.	43	57	28	54
Math Computation	%ile	44	54	31	68
	No.	44	57	28	53
Math Concepts and Applications	%ile	48	60	47	62
	No.	44	57	28	53
Total Mathematics	**%ile**	**46**	**59**	**38**	**66**
	No.	44	57	28	53
Total Battery	**%ile**	**43**	**48**	**47**	**57**
	No.	43	57	28	51
Word Analysis	%ile	42			
	No.	44			
Study Skills	%ile		58	43	48
	No.		57	27	52
Spelling	%ile	38	46	36	41
	No.	44	57	29	54
Science	%ile	47	51	39	49
	No.	44	56	27	53
Social Studies	%ile	45	43	41	45
	No.	44	56	27	54

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	42	46	39	32	41
4	Total Lang. Arts	46	42	37	34	42
4	Total Mathematics	59	41	47	35	48
6	Total Reading	48	38	60	35	44
6	Total Lang. Arts	51	38	48	26	33
6	Total Mathematics	66	41	58	42	43

Nunaka Valley School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	41	48.8	41.5	9.8	57	45*
	Lang. Arts	40	17.5	32.5	50.0	37	48*
	Math	38	28.9	39.5	31.6	55	58
5	Reading	23	47.8	52.2	-0-	57	44*
	Lang. Arts	21	19.0	38.1	42.9	49	58
	Math	21	33.3	33.3	33.3	43	38
6	Reading	43	46.5	34.9	18.6	60	51
	Lang. Arts	44	43.2	34.1	22.7	66	56*
	Math	43	30.2	30.2	39.5	69	70

* Indicates Significant Difference in Means at .05 level.

Table 165

Ocean View School Overview

Statement of Program

Ocean View Elementary School provides a complete school experience for children grades K-6, including both regular and special education. Each child receives regularly scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning, and an optimistic approach to the future.

SCHOOL GOALS

Goal	**Level of Achievement**
Implement reading interventions for the emerging reader in grade 1-3.	Attained
Improve spelling by focusing on spelling.	Partially Attained
To improve student reading in grades 4-6.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,477,357
1997-98 Budgeted Amount	$1,456,642
1998-99 Adopted Budget	$1,449,591

*Dollars budgeted or expended are general fund only.

Ocean View School Overview

School Report Card Statement

Ocean View Elementary School **Lou Kustin**

As a faculty we met in August, 1997 to discuss goals for the 1997/98 school year. In developing the goals we took into account the goals for the 1996/97 school year that may have needed additional attention, parents comments from the Spring 1997 survey, and ASD Board goals. We reached faculty consensus on the goals and shared with the PTA for additional input. The selected goals fit with the input from parents and district goals. We recognized the need to focus on reading interventions for emerging readers, reading comprehension, and spelling proficiency.

A plan was developed as to how best to implement strategies to be successful in meeting the goals. These strategies included faculty workshops, portfolio development (spelling and reading comprehension), evaluation of reading materials, identification of assessments and interventions.

The number one obstacle to total success is the time element. It continues to be difficult to schedule common blocks of time for planning purposes without impacting basic program. Basic program has always been the highest priority and has the most immediate effect on student academic, social, and emotional development.

Success appears to be achievable with direct impact on students when a greater focus is placed on a particular goal, and supported with materials and time as necessary. For these reasons I believe the most success occurred in the implementation of reading interventions in grades 1-3

Teachers received training (K-2), worked closely with an ASD reading teacher consultant, worked closely with each other and were supported with time through a grant. Financial support for the purchase of assessments tools and reading materials was also a critical component at the district and local funding levels. As a result, these teachers have a very good start on implementing the practices, strategies, and assessments to get Ocean View closer to having all students read by the conclusion of third grade.

The other two goals have been partially achieved. It might be valuable to continue all goals for the 98/99 school year. In fact, some of the strategies used this Spring in in-service development and grant writing interface with the current goals. We recognized the time constraints and inability to really effectively collaborate on all strategy aspects for the current strategic plan. The 1997/98 school year has been a great year for establishing a foundation. Next year we can work on standardizing the positive points of our strategies and rethink those that require change.

Ocean View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
409	90%	57	71	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
392.1	412.6	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	4	2
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	15.0	Bilingual Tutors	.21
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.7		
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teachers	3.0		
Nurses	.7		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1

Ocean View School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
341	10	22	21	15	68	409
83.4%	2.4%	5.4%	5.1%	3.7%	16.6%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	409	46	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
409	27	19	15	22	83	20.3%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	25	25	11	17	367	445
% in One Sch.	80.00%	80.00%	90.91%	76.47%	88.01%	86.74%
% in Same Sch.	60.00%	64.00%	45.45%	58.82%	71.66%	69.44%

87.

Ocean View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	77	77	71	66
	No.	58	48	52	59
Reading Comprehension	%ile	79	78	69	74
	No.	58	48	52	59
Total Reading	**%ile**	**81**	**79**	**72**	**71**
	No.	58	48	52	59
Language Mechanics	%ile	62	84	85	78
	No.	58	48	51	60
Language Expression	%ile	69	85	79	73
	No.	58	48	51	60
Total Language	**%ile**	**68**	**86**	**84**	**78**
	No.	58	48	51	60
Math Computation	%ile	78	88	76	84
	No.	57	48	51	60
Math Concepts and Applications	%ile	82	89	86	84
	No.	57	48	51	60
Total Mathematics	**%ile**	**83**	**91**	**84**	**84**
	No.	57	48	51	60
Total Battery	**%ile**	**79**	**88**	**84**	**81**
	No.	57	48	51	59
Word Analysis	%ile	60			
	No.	58			
Study Skills	%ile		84	73	70
	No.		48	51	60
Spelling	%ile	56	68	58	57
	No.	58	48	52	59
Science	%ile	78	77	58	64
	No.	57	48	51	59
Social Studies	%ile	67	79	73	65
	No.	57	48	51	60

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	79	79	79	71	72
4	Total Lang. Arts	86	88	73	68	68
4	Total Mathematics	91	93	85	84	78
6	Total Reading	71	79	79	77	62
6	Total Lang. Arts	78	82	77	79	67
6	Total Mathematics	84	86	89	86	80

Ocean View School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	39	12.8	41.0	46.2	71	77*
	Lang. Arts	39	15.4	23.1	61.5	73	85*
	Math	39	7.7	41.0	51.3	82	91*
5	Reading	42	33.3	57.1	9.5	78	71*
	Lang. Arts	41	24.4	51.2	24.4	85	84
	Math	41	53.7	36.6	9.8	92	83*
6	Reading	50	42.0	36.0	22.0	77	71*
	Lang. Arts	51	21.6	52.9	25.5	74	78
	Math	51	25.5	49.0	25.5	83	84

* Indicates Significant Difference in Means at .05 level.

Table 166

O'Malley School Overview

Statement of Program

O'Malley Elementary School provides educational services to students residing in the hillside area of southeast Anchorage. O'Malley is organized along the traditional K-6 lines but with features that depart from the completely self-contained model such as: grouped instruction (within grade) in mathematics, grade 6; Slingerland classes in grades 1, 2, & 3; special education classes (resource and inclusion, when appropriate); intensive needs class; gifted education site; computer lab with mini labs in each classroom. In addition to the basic curriculum, wide variety of offerings are available to students. These offerings include art, music, physical education, and band/orchestra. O'Malley has a strong commitment to high academic standards.

O'Malley offers the community various classes and recreational opportunities through the Service Community School.

SCHOOL GOALS	
Goal	**Level of Achievement**
Create reading benchmarks in grades K-3.	Attained
Improve spelling by 3 percentile points on the CAT.	Partially Attained
Promote the availability and use of technology.	Attained

BUDGET*	
1996-97 Expenditures	$1,767,237
1997-98 Budgeted Amount	$1,743,304
1998-99 Adopted Budget	$1,636,481

*Dollars budgeted or expended are general fund only.

O'Malley School Overview

School Report Card Statement

O'Malley Elementary School **Kate Konopasek**

O'Malley Elementary School is an exciting school which derives much of its energy from an active and involved parent community. Because of the parent involvement at O'Malley, the children benefit from additional enrichment activities, and the teachers are freed from many mundane tasks (Xeroxing, etc.) to allow more time to plan and implement curriculum.

This year we focused on the following areas: reading, spelling, and technology. In reading, we created benchmarks for Grades K-3 and plan to expand these through Grade 6 next year. Reading rate was assessed in both the fall and spring in Grades 2 and 3 and significant growth was made. We were able to spend additional time on benchmarks in reading and spelling due to a grant we received. A credit class, "Classroom-Based Assessment," was also offered as part of the grant, and about sixteen staff members took the class. Spelling continues to be an area of focus. We agreed to post "Priority Words" in each of the classrooms this year and to pre and post-test our students in Grades 3-6 on these words. Although improvement was seen in the pre- and post-test scores, there was little carry-over to the CAT(5) scores. Some of our parents question spelling as an area of focus because of the availability of SpellCheck on computers. Technology is a continued focus area. We held a Net Day in the fall, and most of the classrooms have district e-mail and Netscape. An updated technology vision has been developed and general goals written to reach this vision. We plan to continue to move forward in our quest for updated equipment and additional training.

Several activities occurred throughout the year. Activities that supported academic excellence included: Math Derby, Spelling Bee, Geography Bee, Chuck E. Cheese Junior Trivia Teams, Block Kids Contest, Warp Into Reading, Net Day, and the Athena Project. Projects that supported students included the formation of three School-Business Partnerships (Comtec, the Alaska Zoo, and Inventor's Alliance), our first O'Malley Auction (which raised $15,000 for technology), RCCP and the Mediator Program, and the implementation of Character Counts. Our students learned about giving through their involvement in various community projects including the Hat and Mitten Tree, hosting two Canned Food Drives, collecting supplies for Bosnian school children, bake sales for the bear cage at the Zoo, and a schoolwide community service project. Our service project, organized by a parent volunteer, allowed O'Malley to be recognized by JC Penny for a Golden Rule Award. A donation of $1,000 was given to an area shelter on behalf of O'Malley Elementary. Parents organized several additional activities for students including our fall "Alice in Wonderland" production, a spring Talent Show, and a sixth grade "Moving On" performance. O'Malley was able to address the truant issue this year by piloting the Attendance Notification System. In addition, Governor Tony Knowles chose O'Malley as a location to unveil his proposed education legislation this past spring.

O'Malley received a heat/vent upgrade last summer and an improvement in air quality has been evident. Naturally, as an older building, we still have needs. Our playground remains an area of concern. Rockridge Road is still a major problem in the winter, a new coat of paint inside the building would make a world of difference, and our carpets are deplorable (duct tape holds many seams together).

Despite the interior of our building, exciting events take place within the walls thanks to the dedication of our professional staff members and the involvement of our wonderful community members.

O'Malley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
541	119%	96	61	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
511.6	537.4	95.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	7	-
Intermediate	-	10	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.5
Classroom Teachers	19.0	Bilingual Tutors	.39
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	1.0		
Nurses	1.0		

Special Programs: Gifted sites, Slingerland for grades 1-3, Intensive Needs Site, Computer labs

O'Malley School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
488 91.2%	1 .2%	24 4.5%	13 2.4%	9 1.7%	47 8.8%	535

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	541	23	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
541	40	22	19	13	94	17.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	24	14	5	12	521	576
% in One Sch.	95.83%	92.86%	20.00%	75.00%	89.06%	88.54%
% in Same Sch.	58.33%	71.43%	20.00%	66.67%	71.98%	70.83%

O'Malley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	74	76	76	68
	No.	64	75	79	102
Reading Comprehension	%ile	78	76	81	76
	No.	65	75	79	102
Total Reading	**%ile**	**79**	**78**	**81**	**74**
	No.	64	75	79	102
Language Mechanics	%ile	52	78	80	81
	No.	65	75	79	102
Language Expression	%ile	75	79	80	76
	No.	65	75	79	102
Total Language	**%ile**	**66**	**81**	**81**	**80**
	No.	65	75	79	102
Math Computation	%ile	79	82	78	78
	No.	65	75	79	102
Math Concepts and Applications	%ile	75	87	83	81
	No.	65	75	79	102
Total Mathematics	**%ile**	**79**	**87**	**83**	**80**
	No.	65	75	79	102
Total Battery	**%ile**	**77**	**84**	**85**	**80**
	No.	64	75	79	102
Word Analysis	%ile	66			
	No.	64			
Study Skills	%ile		79	68	78
	No.		75	79	102
Spelling	%ile	57	69	59	61
	No.	65	75	79	102
Science	%ile	79	81	64	66
	No.	65	75	79	102
Social Studies	%ile	75	75	73	75
	No.	65	75	79	102

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	78	84	84	76	72
4	Total Lang. Arts	81	85	78	75	75
4	Total Mathematics	87	92	87	89	85
6	Total Reading	74	78	77	76	71
6	Total Lang. Arts	80	83	79	76	70
6	Total Mathematics	80	91	83	78	76

O'Malley School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	61	34.4	37.7	27.9	82	78
	Lang. Arts	61	19.7	36.1	44.3	72	82*
	Math	61	27.9	24.6	47.5	84	89*
5	Reading	63	27.0	49.2	23.8	82	82
	Lang. Arts	63	33.3	36.5	30.2	83	81
	Math	63	55.6	31.7	12.7	91	82*
6	Reading	93	40.9	33.3	25.8	79	75
	Lang. Arts	93	43.0	39.8	17.2	85	80*
	Math	93	32.3	48.4	19.4	83	80

* Indicates Significant Difference in Means at .05 level.

Table 167

Orion School Overview

Statement of Program

Orion Elementary School provides a standard program of instruction for students in grades K-6. In addition to this, the Slingerland method of instruction and multiage classrooms are both offered as learning options in grade 1-4. Full-day kindergarten is offered in five classrooms with one of those being an inclusion classroom containing kindergarten students and pre-school special education students. Special education is offered to students through both inclusion and pull out models by special education resource teachers. We also provide for the instructional needs of students that are not in special education through resource tutorial specialists. Additional instruction is provided in bilingual speech, OT/PT and gifted education for those students that qualify. All students receive instruction in classroom music, physical education, art and library by specialists in these areas. Instrumental music is provided for sixth grade students three days per week.

Orion has a very active Parent-Teacher Association which has assisted in our school program. Orion has a multicultural student body and staff and the program provides enrichment in this area. Playground equipment and technology have been the recent goals of the PTA and fund raising activities have provided the school with equipment in those areas. They continue to support our reading goal through recreational reading programs and book fairs. The staff, parents and students continue to focus on conflict resolution, discipline, self-esteem, and providing a safe school environment for all students.

SCHOOL GOALS

Goal	Level of Achievement
In 1-3, those below grade level in reading will improve.	Attained
In grades 4-6 will improve spelling proficiency.	Attained
Understand the steps in resolving conflict.	Attained

BUDGET*

1996-97 Expenditures	$2,291,111
1997-98 Budgeted Amount	$2,053,312
1998-99 Adopted Budget	$1,746,915

*Dollars budgeted or expended are general fund only.

Orion School Overview

School Report Card Statement

Orion Elementary School **Kathi Humble**

The military community offers support for students and families apart from the school and this support in the form of counseling and medical services has been beneficial to many of our students. Parents are very supportive of the school and can always be reached at work or through the military dispatch system. This support is important for both academic success and behavior reinforcement.

Orion School has had students from Mt. Spurr Elementary School in attendance this year. The temporary housing units located in the Mt. Spurr area are attending Orion and this will effect our transience rate and possibly test scores. Next year Orion staff and students will attend three other elementary schools as Orion School will be closed for renovation. We will not be able to continue our school goals in reading and spelling as we would have liked, but hopefully we can re-establish these goals when we re-open in 1999.

Focusing on a goal in reading was especially significant for our primary students. The parent involvement and staff support in providing additional reading time for targeted students was particularly successful. In the past, our community has indicated the need to have reading as a goal and we have been able to do that successfully this year.

Orion has a very dedicated professional staff and their commitment to education is clearly related through the quality of their academic program.

Orion School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
616	125%	88	13	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
596.9	620.3	96.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	13	-
Intermediate	-	8	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	25.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	2.5
Special Education Teachers	4.0	Clerical Support Staff	2.0
Music Teachers	1.2	Custodians	3.0
Art Teachers	.6		
Physical Education Teachers	1.2		
Nurses	1.0		

Special Programs: Full-Day Kindergarten,Special Ed Preschool, Slingerland for grades 1-4

Orion School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
464	95	10	22	31	158	622
74.6%	15.3%	1.6%	3.5%	5.0%	25.4%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	616	230	37%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	1	0
Percent Not Promoted	1.1%	0%	0%	0%	0%	1.8%	0.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
616	152	96	100	32	380	61.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	10	27	132	40	583	792
% in One Sch.	90.00%	55.56%	62.88%	67.50%	66.04%	65.53%
% in Same Sch.	40.00%	33.33%	43.18%	30.00%	37.56%	38.01%

Orion School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	61	64	60
	No.	81	94	70	56
Reading Comprehension	%ile	54	64	68	69
	No.	80	94	70	56
Total Reading	**%ile**	**54**	**64**	**68**	**66**
	No.	80	94	70	56
Language Mechanics	%ile	39	68	78	82
	No.	81	94	70	56
Language Expression	%ile	57	66	76	62
	No.	81	93	70	56
Total Language	**%ile**	**48**	**68**	**78**	**75**
	No.	81	93	70	56
Math Computation	%ile	56	47	70	75
	No.	81	94	71	56
Math Concepts and Applications	%ile	50	64	74	72
	No.	81	94	71	56
Total Mathematics	**%ile**	**54**	**57**	**74**	**74**
	No.	81	94	71	56
Total Battery	**%ile**	**52**	**64**	**76**	**72**
	No.	80	93	70	56
Word Analysis	%ile	60			
	No.	81			
Study Skills	%ile		69	68	75
	No.		94	70	56
Spelling	%ile	54	70	65	67
	No.	81	94	70	56
Science	%ile	41	64	48	60
	No.	81	94	70	56
Social Studies	%ile	52	65	70	62
	No.	81	93	70	56

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	64	69	60	49	44
4	Total Lang. Arts	68	58	50	51	42
4	Total Mathematics	57	61	49	56	50
6	Total Reading	66	49	56	52	50
6	Total Lang. Arts	75	51	57	54	41
6	Total Mathematics	74	48	47	51	49

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Orion School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	38	21.1	44.7	34.2	66	66
	Lang. Arts	39	20.5	35.9	43.6	63	71*
	Math	39	38.5	35.9	25.6	63	60
5	Reading	34	41.2	29.4	29.4	74	69
	Lang. Arts	34	14.7	29.4	55.9	66	78*
	Math	35	20.0	48.6	31.4	69	74
6	Reading	32	31.3	31.3	37.5	60	64
	Lang. Arts	32	21.9	31.3	46.9	68	74
	Math	32	6.3	43.8	50.0	56	72*

* Indicates Significant Difference in Means at .05 level.

Table 168

Ptarmigan School Overview

Statement of Program

Ptarmigan Elementary School provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes resource teachers, speech therapist, resource tutor, librarian, physical education teacher, music teacher, and nurse.

Ptarmigan is dedicated to offering the students of the area a well-rounded education which includes science, music, and art. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basic skills for all students.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase writing skills for a variety of audiences and reasons.	Attained
Increase math computation and problem solving.	Attained
Increase spelling and proofreading on tests and projects.	Not Attained
Increase the average reading and language arts scores of targeted students.	Attained

BUDGET*	
1996-97 Expenditures	$1,192,472
1997-98 Budgeted Amount	$1,259,899
1998-99 Adopted Budget	$1,330,332
*Dollars budgeted or expended are general fund only.	

Ptarmigan School Overview

School Report Card Statement

Ptarmigan Elementary School **Jimmie Daniels**

Using authentic tests we were able to accomplish a five percent (5%) increase in writing, math and reading. In spelling we looked mainly at the CAT 5 test. Unfortunately we were unable to make any gains on the District's test. At Ptarmigan we are concerned about our results on the CAT 5. In our August 1998 inservice day we will do an in-depth item analysis of the CAT 5 test for grades third to sixth. Curriculum alignment will be the focus of this inservice. In the future we expect to move our students up to the 50 percentile on the California Achievement Test.

Ptarmigan School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
375	112%	67	15	47

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
351.7	375.7	93.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	9	-
Intermediate	-	6	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	15.0	Title I Coordinators/Specialists	3.5
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	3.5	Indian Education Tutor/Counselor	.5
Music Teachers	.7	Title I Tutor/TA	1.0
Art Teachers	.4	Clerical Support Staff	1.0
Physical Education Teachers	.9	Custodians	2.0
Nurses	.6		

Special Programs: Title I, Breakfast program

Ptarmigan School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
188	55	86	21	19	181	369
51.0%	14.9%	23.2%	5.7%	5.2%	49.1%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	375	219	58%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	0	0	0	0	0	4
Percent Not Promoted	6.8%	0%	0%	0%	0%	0%	1.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
375	54	57	55	70	236	62.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	120	30	67	26	233	476
% in One Sch.	53.33%	50.00%	73.13%	69.23%	66.52%	63.24%
% in Same Sch.	36.67%	36.67%	50.75%	38.46%	54.08%	47.27%

Ptarmigan School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	42	38	28	34
	No.	63	43	47	54
Reading Comprehension	%ile	49	36	40	49
	No.	63	44	47	54
Total Reading	**%ile**	**47**	**37**	**33**	**42**
	No.	62	43	47	54
Language Mechanics	%ile	37	39	53	50
	No.	62	44	47	54
Language Expression	%ile	40	32	36	40
	No.	62	44	47	54
Total Language	**%ile**	**38**	**33**	**42**	**45**
	No.	62	44	47	54
Math Computation	%ile	47	28	33	48
	No.	63	46	47	54
Math Concepts and Applications	%ile	47	38	48	45
	No.	63	46	47	54
Total Mathematics	**%ile**	**47**	**32**	**40**	**45**
	No.	63	46	467	54
Total Battery	**%ile**	**44**	**34**	**38**	**42**
	No.	61	43	47	54
Word Analysis	%ile	42			
	No.	63			
Study Skills	%ile		43	39	40
	No.		43	47	54
Spelling	%ile	36	34	36	39
	No.	63	44	47	54
Science	%ile	52	49	28	35
	No.	62	44	46	54
Social Studies	%ile	43	28	49	47
	No.	62	44	46	54

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	37	37	40	31	41
4	Total Lang. Arts	33	34	26	36	42
4	Total Mathematics	32	44	38	38	35
6	Total Reading	42	51	36	33	47
6	Total Lang. Arts	45	54	36	38	39
6	Total Mathematics	45	55	37	30	49

Ptarmigan School Achievement

CONTINUING STUDENT PROGRAM SPRING 1997-98 EXPECTED GAIN							
Gr.	**Area**	**Number Tested**	**% Achieved Less Than One Year' Growth**	**% Achieved One Year's Growth**	**% Achieved More Than One Year's Growth**	**1997 Mean**	**1998 Mean**
4	Reading	20	45.0	45.0	10.0	50	39*
	Lang. Arts	20	40.0	35.0	25.0	42	37
	Math	22	18.2	54.5	27.3	37	37
5	Reading	36	41.7	41.7	16.7	35	29
	Lang. Arts	36	19.4	44.4	36.1	31	39
	Math	34	41.2	35.3	23.5	42	37
6	Reading	28	17.9	57.1	25.0	37	38
	Lang. Arts	28	35.7	42.9	21.4	45	45
	Math	29	17.2	37.9	44.8	33	42*
* Indicates Significant Difference in Means at .05 level.							

Table 169

Rabbit Creek School Overview

Statement of Program

Rabbit Creek Elementary provides a complete K-6 program of instruction for all students. Our school offers an environment for the development of academic and critical thinking skills. We emphasize mastery of the basics at the instructional level best suited to the individual student. Concurrently we provide numerous enrichment experiences and foster the development of acceptable social behavior.

Rabbit Creek is dedicated to offering the students of the area a well-rounded education which includes language arts, math, science, music, art, social studies, physical education, and an after-school activities program through our community school.

SCHOOL GOALS

Goal	Level of Achievement
Use a specific computer curriculum scope and sequence.	Partially Attained
Improve spelling on the 4-6 CAT.	Partially Attained
Improve reading in 1 - 3.	Attained
Become aware of and incorporate the 20 internal ASSETS into daily lives.	Attained

BUDGET*

1996-97 Expenditures	$1,712,515
1997-98 Budgeted Amount	$1,685,070
1998-99 Adopted Budget	$1,484,228

*Dollars budgeted or expended are general fund only.

Rabbit Creek School Overview

School Report Card Statement

Rabbit Creek Elementary School **Elizabeth Barner**

In the last three years, Rabbit Creek has had three different administrators and ten new teachers in the building. The staff, students, and parents are to be commended for their teamwork and efforts to maintain the high standards at the school. The year progressed very smoothly with the transition from one administrator to another. According to the parent and staff surveys, they were pleased with the year.

A committee of parents, students, teachers, and the administrator established a new student recognition and discipline program. Both were very successful and promoted positive self-esteem for individuals and groups of students. It was very well accepted by the parents and students. Sixth grade students were awarded special activities to attend throughout the year.

The Technology Committee worked with Community Schools to proceed with NETDAY. In May of the year, Rabbit Creek had a very successful NETDAY. The efforts of the staff, parents, community school, and the Anchorage community made this event happen for Rabbit Creek School. The PTA and Community School contributed moneys to support this event and to purchase new equipment for the school.

The school continues to move in the direction of improving instruction, offering more technology, and a positive and safe school atmosphere.

Rabbit Creek School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
470	103%	97	42	18

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
454.8	481.0	94.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	6	-
Intermediate	-	7	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.375
Classroom Teachers	18.0	Bilingual Tutors	.47
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	5.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Computer Labs, Intensive Needs Site, Sligerland for grades 1-3

Rabbit Creek School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
388 81.5%	16 3.4%	40 8.4%	13 2.7%	19 4.0%	88 18.5%	476

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	470	54	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
470	54	20	21	24	119	25.3%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	43	13	18	23	427	524
% in One Sch.	74.42%	100.00%	66.67%	43.48%	88.29%	84.73%
% in Same Sch.	62.79%	76.92%	61.11%	43.48%	69.09%	67.37%

Rabbit Creek School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	68	75	64
	No.	70	73	62	73
Reading Comprehension	%ile	78	61	72	74
	No.	70	72	62	72
Total Reading	**%ile**	**79**	**67**	**77**	**71**
	No.	70	72	62	72
Language Mechanics	%ile	60	55	72	74
	No.	70	72	62	73
Language Expression	%ile	78	62	76	75
	No.	70	72	62	72
Total Language	**%ile**	**72**	**60**	**76**	**75**
	No.	70	72	62	72
Math Computation	%ile	82	79	66	78
	No.	71	73	62	73
Math Concepts and Applications	%ile	78	68	72	84
	No.	71	73	62	73
Total Mathematics	**%ile**	**83**	**75**	**71**	**81**
	No.	71	73	62	73
Total Battery	**%ile**	**80**	**68**	**78**	**77**
	No.	70	72	62	72
Word Analysis	%ile	74			
	No.	70			
Study Skills	%ile		72	68	72
	No.		73	62	72
Spelling	%ile	60	61	64	59
	No.	69	72	62	73
Science	%ile	67	64	56	70
	No.	71	73	62	72
Social Studies	%ile	73	62	70	69
	No.	71	73	62	72

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	67	75	72	65	61
4	Total Lang. Arts	60	68	67	59	60
4	Total Mathematics	75	74	73	77	75
6	Total Reading	71	76	83	74	73
6	Total Lang. Arts	75	74	78	76	68
6	Total Mathematics	81	85	91	83	78

Rabbit Creek School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	63	20.6	46.0	33.3	61	66
	Lang. Arts	63	23.8	42.9	33.3	59	59
	Math	64	18.8	40.6	40.6	67	73*
5	Reading	53	28.3	39.6	32.1	78	78
	Lang. Arts	52	19.2	36.5	44.2	70	77*
	Math	52	40.4	34.6	25.0	77	71
6	Reading	52	32.7	40.4	26.9	68	68
	Lang. Arts	52	30.8	36.5	32.7	76	75
	Math	53	18.9	35.8	45.3	75	81*

* Indicates Significant Difference in Means at .05 level.

Table 170

Ravenwood School Overview

Statement of Program

Ravenwood Elementary School offers a complete instructional program in grades K-6. This standard program features individual self-contained classrooms in a traditional setting. Even so, a great deal of inter-staff and grade level planning occurs throughout the school year. High academic expectations are placed on students, along with a strong emphasis on affective development. The instructional staff includes a librarian, physical education teacher, music teacher, art teacher, and special education resource teachers.

Community involvement is welcomed at Ravenwood. Parents are encouraged to take an active part in school activities.

Ravenwood is dedicated to the concept of basic skills mastery and proficiency, taught in a positive and nurturing environment.

SCHOOL GOALS

Goal	Level of Achievement
Improve the accuracy of spelling in writing.	Attained
Foster attitudes, behaviors, skills indicative of independent readers.	Attained
Implement Everyday Math Program.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,540,327
1997-98 Budgeted Amount	$1,494,292
1998-99 Adopted Budget	$1,470,489

*Dollars budgeted or expended are general fund only.

Ravenwood School Overview

School Report Card Statement

Ravenwood Elementary School **Barry Geller**

Throughout the 1997/98 school year parents were asked for input on current school goals and suggestions for goals for the 1998/99 school year. Parent participation in deciding school goals has been minimal in prior years, thus the invitation for parents to participate through informal notes or through response to survey solicitations. Parental involvement with the school is exceptionally high. Annual survey responses regarding the school and its performance are mostly positive indicating parents feel the school goals the staff has elected to focus on are worthy and are addressed at an acceptable standard.

A great emphasis was placed on assisting reluctant/struggling readers in the primary grades to become independent readers by the time they complete third grade. Monetary and staff training support were provided by the District. The Ravenwood Elementary plan involved a volunteer corps of parents and school business partner employees to assist teachers with reading instruction and support. The program was very successful.

The school hoped to incorporate a software program addressing keyboarding, reading, and spelling components along with emerging computer technology capabilities within the school. A site license for the program was purchased early in the year but unfortunately, the acquisition of computer hardware has been delayed not allowing the luxury of a computer lab and optimal usage of the purchased software. Approximately a third of the staff did use the program on classroom computers with great success.

Schoolwide standardized test scores for the school remain well above the norm. However, fourth grade scores from the Spring testing show a decrease in all tested areas. Reviewing third grade scores of the group, the percentages are more in line with past performance. It is also interesting to note the average class size for this group of students have approached 30 students this year and last. The staff will continue to assess and make necessary instructional accommodations for this group of students.

Ravenwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
443	92%	39	25	2

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
417.2	437.5	95.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	7	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	16	Clerical Support Staff	1.5
Librarians	1.0	Custodians	2.5
Special Education Teachers	1.5		
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.7		

Special Programs: Computer labs

Ravenwood School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
407 91.7%	3 0.68%	15 3.38%	11 2.48%	8 1.80%	37 8.33%	444

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	443	5	<1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	1	3
Percent Not Promoted	2.6%	0%	0%	1.4%	0%	1.3%	.8%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
443	41	25	13	8	87	19.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	15	11	3	8	425	462
% in One Sch.	100.00%	72.73%	66.67%	87.50%	88.71%	88.53%
% in Same Sch.	60.00%	45.45%	33.33%	100.00%	72.71%	71.86%

Ravenwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	85	78	79	75
	No.	56	69	64	78
Reading Comprehension	%ile	87	66	76	79
	No.	57	69	64	78
Total Reading	**%ile**	**88**	**75**	**81**	**79**
	No.	56	68	64	78
Language Mechanics	%ile	83	68	88	80
	No.	57	69	63	78
Language Expression	%ile	89	73	86	82
	No.	57	69	63	78
Total Language	**%ile**	**89**	**71**	**89**	**82**
	No.	57	68	63	78
Math Computation	%ile	83	47	73	79
	No.	57	69	64	78
Math Concepts and Applications	%ile	87	74	86	80
	No.	57	70	64	78
Total Mathematics	**%ile**	**88**	**64**	**84**	**80**
	No.	57	69	64	78
Total Battery	**%ile**	**91**	**72**	**88**	**83**
	No.	56	67	63	78
Word Analysis	%ile	81			
	No.	56			
Study Skills	%ile		77	81	78
	No.		69	64	78
Spelling	%ile	72	63	75	65
	No.	57	70	63	78
Science	%ile	91	75	65	72
	No.	57	70	64	78
Social Studies	%ile	86	71	81	72
	No.	57	69	64	78

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	75	82	76	63	60
4	Total Lang. Arts	71	78	65	65	63
4	Total Mathematics	64	79	63	69	68
6	Total Reading	79	77	72	73	65
6	Total Lang. Arts	82	85	71	71	70
6	Total Mathematics	80	87	74	72	74

Ravenwood School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	56	48.2	30.4	21.4	86	76*
	Lang. Arts	57	35.1	35.1	29.8	74	72
	Math	57	54.4	21.1	24.6	78	67*
5	Reading	53	26.4	52.8	20.8	81	80
	Lang. Arts	51	9.8	31.4	58.8	77	90*
	Math	53	18.9	35.8	45.3	77	84*
6	Reading	70	31.4	45.7	22.9	81	79
	Lang. Arts	70	22.9	44.3	32.9	80	83
	Math	70	28.6	38.6	32.9	78	80

* Indicates Significant Difference in Means at .05 level.

Table 171

Rogers Park School Overview

Statement of Program

Rogers Park Elementary School provides a climate which promotes instructional excellence through a student oriented program which focuses on the development of the whole child. Recognizing that individual students have unique learning styles, Rogers Park School affords every person opportunities for success with access to special services and resources for those students who are exceptional.

At Rogers Park, two educational programs exist: a traditional K-6 program and a pre-K-6 for highly gifted students. Cooperation of school professionals, parents, and community members ensures support for each student to achieve positive academic, emotional, physical and social growth. Rogers Park provides a safe, secure environment for all students.

We will continue to cultivate, in a positive manner, the richness and diversity of cultures in our community so that children can peacefully co-exist in our world. The Rogers Park staff works in

SCHOOL GOALS

Goal	Level of Achievement
Use technology to access to remote resources, personnel, and information.	Attained
Increase parent and community involvement.	Attained
Implement K-3 reading intervention program.	Partially Attained
Show achievement at successive grade levels in math.	Attained
Show an increased positive attitude toward the school climate.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,495,596
1997-98 Budgeted Amount	$1,657,228
1998-99 Adopted Budget	$1,977,110

*Dollars budgeted or expended are general fund only.

Rogers Park School Overview

School Report Card Statement

Rogers Park Elementary School **Enid Hunter**

The evaluation of outcomes reveals real progress has been made at the school site in each of the five targeted goal areas. In part, this can be attributed to the specificity and measurability of the desired outcomes, which allowed staff to focus on outcomes acquisition and better manage reporting procedures. Results were easily translated and conveyed to stakeholders. The principal drew the following conclusions from an informal analysis of the 97-98 school goal outcome evaluations.

1.) Next year's survey data will be gathered, tallied, and reported in smaller units (for instance, by grade level rather than schoolwide). This will focus and improve follow up efforts.
2.) The Rogers Park population is undergoing demographic change. We received 65 new students at mid-year. This directly impacts comparisons made between first and third quarter survey results.
3.) A sizable number of office referrals are repeat offenders or stem from playground incidents. This supports R.C.C.P. endeavors and the need for interventions for particular disruptive students.
4.) There is a need to integrate computational skill instruction into math instruction. Information disseminated about EveryDay Math this year greatly helped parents and teachers appreciate the program for both its strong and weak attributes.
5.) We continued to make planned proactive changes in our technology status. Writing a technology plan with a 3-5 year timeline has been effective. The plan has direction, momentum and buy in by the staff and community.
6.) Site-based management remains tantamount in the decision making process at Rogers Park. Innovative ways will be sought as part of the school goal process to strengthen the PTA-Rogers Park-Community School bond at the August collaborative planning retreat.

Rogers Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
596	115%	97	39	74

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
566.4	597.4	94.8%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	4	7	-
Intermediate	-	8	-
Combination	2	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	18	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	3.5	Custodians	2.5
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	7.0		
Nurses	.8		

Special Programs: Community School, Title I, Computer labs

Rogers Park School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
436	28	49	71	18	166	602
72.4%	4.7%	8.1%	11.8%	3.0%	27.6%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	596	92	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	2	0	1	0	5
Percent Not Promoted	2.5%	0.0%	2.2%	0.0%	1.0%	0.0%	0.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
596	37	35	52	53	177	29.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	61	74	35	26	487	683
% in One Sch.	60.66%	85.14%	68.57%	73.08%	80.90%	78.62%
% in Same Sch.	59.02%	74.32%	65.71%	65.38%	68.17%	67.79%

Rogers Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	79	76	79	77
	No.	79	87	95	81
Reading Comprehension	%ile	81	74	76	77
	No.	79	87	95	81
Total Reading	**%ile**	**81**	**78**	**81**	**80**
	No.	79	87	95	81
Language Mechanics	%ile	60	74	78	85
	No.	79	86	94	81
Language Expression	%ile	78	80	79	78
	No.	79	88	95	81
Total Language	**%ile**	**70**	**78**	**80**	**83**
	No.	79	86	94	81
Math Computation	%ile	76	76	71	82
	No.	79	87	94	81
Math Concepts and Applications	%ile	84	82	82	88
	No.	80	87	94	81
Total Mathematics	**%ile**	**84**	**82**	**81**	**86**
	No.	79	87	94	81
Total Battery	**%ile**	**81**	**82**	**83**	**85**
	No.	79	85	94	81
Word Analysis	%ile	64			
	No.	79			
Study Skills	%ile		82	75	82
	No.		86	93	80
Spelling	%ile	75	74	75	71
	No.	79	88	95	81
Science	%ile	87	76	66	75
	No.	80	87	93	80
Social Studies	%ile	77	79	77	76
	No.	80	86	93	80

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	78	80	83	75	74
4	Total Lang. Arts	78	75	73	69	77
4	Total Mathematics	82	84	83	84	84
6	Total Reading	80	85	87	79	82
6	Total Lang. Arts	83	86	84	78	83
6	Total Mathematics	86	91	86	79	87

Rogers Park School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	70	35.7	47.1	17.1	83	79*
	Lang. Arts	71	35.2	38.0	26.8	80	80
	Math	71	35.2	39.4	25.4	86	83
5	Reading	74	21.6	48.6	29.7	80	83*
	Lang. Arts	73	9.6	52.1	38.4	75	83*
	Math	72	27.8	58.3	13.9	86	83
6	Reading	66	31.8	42.4	25.8	83	85
	Lang. Arts	66	24.2	45.5	30.3	84	86
	Math	66	25.8	42.4	31.8	85	88

* Indicates Significant Difference in Means at .05 level.

Table 172

Russian Jack School Overview

Statement of Program

Russian Jack Elementary School is located in east mid-town Anchorage. The school provides a complete program of instruction to its students, families, and community. It houses the Alaska State School for the Deaf and hard of hearing, special education, Title I, full-day kindergarten, speech/language, Bilingual, Migrant Ed., and Indian education.

The staff is dedicated to the whole child and provides instruction and student support through the Resolving Conflict Creatively Program (RCCP). Family support has been provided through Federal government funding for Title I through school-wide support

Russian Jack stands in dramatic need of counseling support for students. This is demonstrated by a high office referral rate (over 1,500) along with the highest suspension rate of all Anchorage School District elementary schools. Russian Jack is one of the only Title I schools without a District funded counselor.

SCHOOL GOALS

Goal	Level of Achievement
Provide a clear and consistent discipline policy.	Attained
Improve and enhance technology within our school.	Attained
Improve spelling.	Partially Attained
Improve reading instruction.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,459,861
1997-98 Budgeted Amount	$1,541,819
1998-99 Adopted Budget	$1,573,540

*Dollars budgeted or expended are general fund only.

Russian Jack School Overview

School Report Card Statement

Russian Jack Elementary School **Darrell Vincek**

This was a year of change and transition with a new principal and administrative assistant. Staffing overall remained consistent with only one teacher leaving.

- The primary goal of this year, based on staff and parent comments, was school-wide discipline. The school revised the discipline policy which was then enforced with consistency school wide. This was very successful in making our school a safe and productive learning environment.

- Technology was also a focus with the addition of many new computers and technology through funds from Title I, Alyeska Pipeline (our business partner), and school funds. Additionally we received several donations of technology from Alyeska Pipeline, Arco, and BP. We also successfully completed our Net Day which was, to date, the largest in the District. Again, thanks to a generous donation from Alyeska Pipeline we were able to install over 6.5 miles of cable and more drops for computers than our neighboring East High School!

- AT&T has supplied wireless telephones for all teaching staff for a 2 year project. This project in its first year has been embraced by staff, students, and families to open up communications in a school that normally has only four phone lines. One draw back has been a failure to install AT & T's antennae on our building to enhance the phone signal. The District and AT&T continue to negotiate this.

- RCCP continues to enhance our school climate. Training and mentor support empowers students to resolve conflicts with peaceful solutions. It is difficult, however, to retain a qualified "coach" to assist students in mediation. This position is critical. Next year we will look for a responsible high school senior.

- We continue to look to ways to beautify and improve our physical plant. Having an 'open concept' building makes instruction and concentration by students difficult. We continue to lobby to have our school 'walled in' to set up non-disruptive classrooms. We are looking next year to a Municipality Beautification Grant.

- Reading will be a strong focus next year with early training with a focus on consistent reading instruction school wide.

Russian Jack School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
403	110%	92	2	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
377.4	404.5	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	5	-
Intermediate	-	2	-
Combination	-	5	2

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	15.0	Title I Coordinators/Specialists	3.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	8.5	Teacher Assistants/Aides	1.0
Music Teachers	1.0	Interpretor	3.0
Art Teachers	.5	Clerical Support Staff	1.625
Physical Education Teachers	1.0	Custodians	2.5
Nurses	.6		

Special Programs: Alaska State School for the Deaf and Hard of Hearing, Bilingual Education, Breakfast program, Computer lab, Full-Day Kindergarten, Indian Ed., Migrant Education, Resolving Conflict Creatively (RCCP), Title I

Russian Jack School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
173	89	91	29	18	227	400
43.3%	22.3%	22.8%	7.3%	4.5%	56.8%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	403	277	68%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
403	45	44	59	60	208	51.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	124	36	106	28	209	503
% in One Sch.	62.90%	63.89%	74.53%	42.86%	71.29%	67.79%
% in Same Sch.	54.84%	38.89%	55.66%	46.43%	59.81%	55.47%

Russian Jack School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	45	35	23	38
	No.	56	45	45	52
Reading Comprehension	%ile	40	35	33	40
	No.	56	45	45	52
Total Reading	**%ile**	**42**	**34**	**27**	**38**
	No.	56	45	45	52
Language Mechanics	%ile	31	42	47	44
	No.	56	45	45	52
Language Expression	%ile	40	38	40	37
	No.	56	45	45	51
Total Language	**%ile**	**35**	**38**	**43**	**39**
	No.	56	45	45	51
Math Computation	%ile	45	47	31	40
	No.	55	45	45	52
Math Concepts and Applications	%ile	45	35	43	43
	No.	55	45	44	52
Total Mathematics	**%ile**	**45**	**38**	**36**	**40**
	No.	55	45	44	52
Total Battery	**%ile**	**41**	**35**	**34**	**36**
	No.	55	45	44	51
Word Analysis	%ile	29			
	No.	56			
Study Skills	%ile		37	37	38
	No.		45	44	52
Spelling	%ile	41	33	33	42
	No.	56	45	45	52
Science	%ile	43	34	32	33
	No.	56	45	44	52
Social Studies	%ile	44	25	47	41
	No.	55	44	44	52

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	34	44	40	41	48
4	Total Lang. Arts	38	45	42	41	51
4	Total Mathematics	38	53	38	54	55
6	Total Reading	38	45	38	52	42
6	Total Lang. Arts	39	46	48	46	40
6	Total Mathematics	40	37	39	47	35

Russian Jack School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	31	19.4	54.8	25.8	33	36
	Lang. Arts	30	20.0	26.7	53.3	28	40*
	Math	30	33.3	26.7	40.0	38	41
5	Reading	32	46.9	28.1	25.0	38	31*
	Lang. Arts	32	18.8	50.0	31.3	40	46
	Math	32	40.6	37.5	21.9	46	40
6	Reading	35	17.1	51.4	31.4	34	39
	Lang. Arts	34	29.4	38.2	32.4	42	42
	Math	35	5.7	34.3	60.0	27	43*

Table 173

Sand Lake School Overview

Statement of Program

Sand Lake Elementary School is a K-6 grade neighborhood school that includes both a neighborhood program and a Japanese language partial immersion program. The school is organized to provide a comprehensive educational program to all students regardless of their abilities or needs. A structured, sequential curriculum forms the basis of the instructional program.

The goals of the instructional program are to provide students with the following skills: to read with understanding, to write legibly, fluently, and with correct grammar; to solve mathematical problems with speed and accuracy; to spell correctly, plan, think and complete assigned tasks; to develop good work habits; to respect authority andhonor our country; to recognize and appreciate beauty in art and music and develop a commitment to self-improvement, to learn positive decision making and problem solving, life long learning, and to acquire a broad world view and an optimistic approach to the future.

The school offers the following special programs: speech/language therapy, special education, physical therapy, occupational therapy, adaptive physical education, and bilingual instruction for students who qualify for these services. These services are provided in the least restrictive environment for each student as designed in the individual educational plan (IEP). The Japanese language immersion program serves students in grades K-6, whose parents elect for them to be in the program. The school has a comprehensive Community School program which offers learning opportunities from preschool through adults from September through June.

SCHOOL GOALS

Goal	Level of Achievement
Implement quarterly themes in Citizenship, Environment, Health & Wellness and Celebrations.	Attained
Implement a reading intervention plan.	Partially Attained
Improve mathematical problem solving.	Attained
Improve spelling in everyday writing.	Attained
Improve conflict resolution during recess and free time/play.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,877,732
1997-98 Budgeted Amount	$1,849,974
1998-99 Adopted Budget	$1,908,557

*Dollars budgeted or expended are general fund only.

Sand Lake School Overview

School Report Card Statement

Sand Lake Elementary School **Patricia McRae**

Sand Lake Elementary has experienced a very fulfilling year in terms of student and goal achievement. Specific goals and outcomes are detailed in this report. Other successes included increased opportunities for parent involvement through Family Nights. School staff and PTA worked together via our Parent Involvement Committee to plan and implement two family nights during the 1997-98 school year. The first night, "Razzle Dazzle Reading" occurred in November when over 450 parents and students came to the school to enjoy a variety of activities which related to reading. The second night was our "Marvelous Math" night which occurred in February on the 100th day of school, and again, hundreds of students, parents and families attended this fun evening of math activities. In surveying parents about these events many people wrote that their only complaint was that there were too many fun activity choices and not enough time! School staff, guest speakers and performers and district staff facilitated the sessions offered at these events. PTA members and school staff planned and implemented the events.

Sand Lake's Technology Committee formulated a five year technology plan which was approved by our entire staff and PTA. All staff members now have access to e-mail which provides for more efficient communications within the building and throughout the school district. The "Accelerated Reader" reading program has been purchased and will be implemented during the 1998-99 school year with all students in grades 1-6. Our work in technology will continue to develop and increase next year.

Sand Lake Elementary was honored by Olympic cross-country skier Nina Kemppel, who visited our school and students twice during the school year; once to present an assembly which focused on goal-setting. She was an inspiration to our students and staff and we hope that our relationship with Ms. Kemppel will grow over the years.

Sand Lake Elementary was also honored to have Susan Knowles, the First Lady of Alaska, visit our school in April, 1998. She came to thank the First National Bank for sponsoring "The Adventures of Dusty Sourdough" assemblies at many schools in Anchorage. This assembly focused on Alaskan culture and the importance of reading.

In academics our students excelled in a number of areas. Our students' scores on the statewide writing assessment placed Sand Lake in the top 10 of schools in the Anchorage School District. In spelling our students' ability to spell grade level high frequency words was above 90% accuracy at every grade level as measured by end of the year post tests. In CAT tests our students continue to excel at high levels of achievement. Twenty-one (21) sixth grade students received the Presidential Award for Educational Excellence at the end of this school year. The criteria for the award is rigorous with qualifying students needing GPA's of 90-100% in grades 4, 5, and 6 as well as standardized test scores of 85 percentile in reading or math. These 21 qualifying students comprise 25% of our sixth grade class! This is a tribute to our students and school.

We worked hard as an entire school staff in the area of reading this year. Ten classes in grades 3-6 participated in the "Battle of the Books", our entire school participated in the "Reading Across America" program, many classrooms engaged in "buddy reading" which pairs intermediate students with primary students, and during our FROGR reading program (Frequent Reading Offers Great Rewards). Sand Lake students read over 350,000 minutes in a seven week period, meeting their goal and causing the principal to have to kiss a frog! Our reading intervention plan is going strong and at the first grade level four of the ten students identified for additional reading instruction at the beginning of the school year "graduated" during the year and in end of the year testing the six remaining students were all reading in the average range for students at the end of first grade. We are excited about the implications of this work and plan to continue and increase this reading intervention next year.

New programs which stress "school to work" concepts and citizenship were implemented this year. One program, "Adopt - a - Spot" was a huge success and was featured on a nationally televised class, "Skills 2005" in a 10 minute video which was created by students at the King Career Center. We also began implementation of a "Meaningful Work" program in which students had the opportunity to apply for jobs around the school; experiencing filling out application forms and interviewing for the positions are key features. We look forward to the expansion of these programs next year.

Finally, Sand Lake Elementary began a new school/business partnership this year with the National Bank of Alaska. This partnership has created a banking program for students AT SCHOOL. Students are enabled to have their own bank accounts and can deposit money weekly into their accounts at school. No amount is too small, and in addition to the effects of saving and ownership, this program will also enable children to learn the mathematics of saving, interest, etc. as well. Parent volunteers were critical to the success of this program.

Sand Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
599	119%	72	46	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
566.1	594.6	95.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	11	-
Intermediate	3	6	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	23.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	3.5	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Japanses Immersion, Computer Labs

Sand Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
436	25	59	64	16	164	500
72.7%	4.2%	9.8%	10.7%	2.7%	27.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	599	71	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
599	28	29	16	23	96	16.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	66	70	27	17	457	637
% in One Sch.	83.33%	90.00%	88.89%	88.24%	89.72%	89.01%
% in Same Sch.	62.12%	64.29%	44.44%	64.71%	71.77%	68.60%

Sand Lake School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	69	72	49
	No.	84	78	75	86
Reading Comprehension	%ile	61	59	69	63
	No.	84	78	75	86
Total Reading	**%ile**	**59**	**65**	**73**	**57**
	No.	84	78	75	86
Language Mechanics	%ile	48	68	78	73
	No.	83	77	73	86
Language Expression	%ile	62	60	75	65
	No.	84	77	75	86
Total Language	**%ile**	**55**	**65**	**78**	**70**
	No.	83	77	73	86
Math Computation	%ile	80	77	70	79
	No.	83	77	76	86
Math Concepts and Applications	%ile	70	76	77	75
	No.	83	77	74	86
Total Mathematics	**%ile**	**77**	**79**	**76**	**78**
	No.	83	77	74	86
Total Battery	**%ile**	**65**	**72**	**79**	**71**
	No.	83	77	72	86
Word Analysis	%ile	60			
	No.	84			
Study Skills	%ile		70	69	62
	No.		77	76	86
Spelling	%ile	58	52	62	43
	No.	84	78	75	86
Science	%ile	65	68	56	55
	No.	83	77	76	86
Social Studies	%ile	67	70	75	57
	No.	83	77	76	86

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	65	72	71	68	57
4	Total Lang. Arts	65	70	66	69	56
4	Total Mathematics	79	86	80	80	70
6	Total Reading	57	75	59	56	61
6	Total Lang. Arts	70	80	64	46	50
6	Total Mathematics	78	83	70	62	68

Sand Lake School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	69	30.4	49.3	20.3	68	67
	Lang. Arts	68	50.0	29.4	20.6	72	66*
	Math	68	30.9	42.6	26.5	81	79
5	Reading	69	26.1	47.8	26.1	73	74
	Lang. Arts	68	17.6	45.6	36.8	71	78*
	Math	68	44.1	42.6	13.2	87	78*
6	Reading	73	31.5	43.8	24.7	60	60
	Lang. Arts	73	16.4	42.5	41.1	66	73*
	Math	73	15.1	34.2	50.7	69	81*

* Indicates Significant Difference in Means at .05 level.

Table 174

Scenic Park School Overview

Statement of Program

Scenic Park Elementary School provides a K-6 program. The instructional staff includes a full inclusion model of resource teachers working in classrooms, a librarian, and a physical education teacher. The program for all students emphasizes basic academic skills plus art, music, and some after school activities.

Scenic Park provides a half-day kindergarten program, gifted services for those students who qualify, multiage program is offered in a first through third grade classroom and an intermediate class of fourth and fifth grade students. There is a high level of parent involvement in the school's programs.

SCHOOL GOALS	
Goal	**Level of Achievement**
Facilitate growth in reading.	Partially Attained
Improve spelling.	Partially Attained
Increase the knowledge and use of technology.	Attained
Promote positive school climate, emphasizing personal responsibility and decision making.	Attained

BUDGET*	
1996-97 Expenditures	$1,947,284
1997-98 Budgeted Amount	$1,810,508
1998-99 Adopted Budget	$1,736,772

*Dollars budgeted or expended are general fund only.

Scenic Park School Overview

School Report Card Statement

Scenic Park Elementary School **Beverly Pruitt**

This newsletter excerpt highlights many of the accomplishments at Scenic Park.

Our proposed goals for this year were set collaboratively with parents, staff and community members. They are as follows:

Reading Goal - To increase the reading scores at Scenic Park.
Spelling Goal - To improve student spelling using a variety or resources at all grade levels.
Technology Goal - To increase the knowledge and use of technology by students and staff.
Student Climate Goal - To promote positive school climate with an increased emphasis on student responsibility decision making.

The date set this fall to establish next year's goals is a staff inservice day, Tuesday, September 1, 1998. Parents are invited to attend at Scenic Park and give us your suggestions. The following activities were carried out this year in each area:

Reading
- Schoolwide reading assemblies.
- Various reading activities of reading to the principal, run and read, read-ins quarterly.
- $5,567 dollars were used to buy supplemental reading materials provided by the district.
- Individual reading screening tests done on all classrooms in the fall to identify non-readers.

  Additional Scenic Park budget money of several thousand dollars redirected to purchase additional reading materials at every grade level.
- PTA purchased SRA kit at fifth grade per teacher request.
- Week long training given at district level for all first grade teachers in reading assessment and techniques.
- Reading goals established at every grade level.
- Phonics programs building wide to be purchased this fall.
- Reading committee meeting weekly.
- Reading enrichment program all year with a large component provided by PTA in months of January, February, and March.
- Reading benchmarks being established at all grade levels and used for evaluation of student's abilities.

Spelling
- Spelling benchmarks in place and given quarterly.
- Spelling benchmark scores graphed and shared and discussed at grade level meetings.
- Spelling Bee in grades 3-6 reinstated at Scenic Park.
- Spelling materials purchased for staff development.
- Spelling Benchmarks shared with parents at conferences.

Technology
- Wrote and received staff development grant of $2,000.
- Two classes taken by numerous staff at Scenic Park in HyperStudio and Web Page.
- Teachers developed HyperStudio projects for their class.
- Teachers taught HyperStudio after school to students.
- Teachers developed HyperStudio student portfolios which highlighted the students' work with parents at conferences.
- Wrote grant and received 6 BP computers; PTA purchased computer table.
- Purchasing of new soft and hardware as part of our building upgrade this coming spring.
- ARCO donated 15 computers, 1 laser and 1 color printer.

School Climate
- School manners emphasized, word of the month, "service", "respect" or "responsibility".
- Mother Laurence Assembly for Service to Others.
- Red Ribbon activities for life saving decisions month.
- Student mediation continued on playground.
- 50 more student mediators selected and trained this spring.
- Pizza Dude and Kitty Fox served Pizza Hut lunch to grade level with best manners.
- Faculty meeting highlighting Class Meetings or Skill Streaming lessons.
- Skill Streaming book purchased for every staff member.
- Student recognition assemblies monthly.
- Eagle Pride coupons and assemblies continued.

Scenic Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
562	112%	83	25	51

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
537.4	567.3	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	11	-
Intermediate	-	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	20.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.5	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.0		
Nurses	1.0		
Special Programs:			

Scenic Park School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
368	83	58	31	27	199	567
64.9%	14.6%	10.2%	5.5%	4.8%	35.1%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	562	89	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
562	58	34	54	50	196	34.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	74	32	97	30	408	641
% in One Sch.	67.57%	87.50%	71.13%	86.67%	82.11%	79.25%
% in Same Sch.	59.46%	68.75%	48.45%	70.00%	65.69%	62.71%

Scenic Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	45	73	57	52
	No.	84	83	82	82
Reading Comprehension	%ile	49	69	64	63
	No.	84	83	82	82
Total Reading	**%ile**	**47**	**73**	**62**	**58**
	No.	84	83	82	82
Language Mechanics	%ile	31	73	84	70
	No.	84	81	78	79
Language Expression	%ile	37	71	66	62
	No.	84	81	79	79
Total Language	**%ile**	**32**	**74**	**78**	**67**
	No.	84	81	78	79
Math Computation	%ile	55	68	60	76
	No.	83	83	81	79
Math Concepts and Applications	%ile	48	74	69	66
	No.	83	83	80	79
Total Mathematics	**%ile**	**50**	**74**	**67**	**72**
	No.	83	83	80	79
Total Battery	**%ile**	**42**	**75**	**73**	**67**
	No.	83	81	78	79
Word Analysis	%ile	36			
	No.	84			
Study Skills	%ile		78	60	68
	No.		81	81	79
Spelling	%ile	39	65	55	57
	No.	84	82	82	79
Science	%ile	48	69	54	61
	No.	83	81	82	79
Social Studies	%ile	51	69	72	60
	No.	83	81	82	79

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	73	69	70	54	53
4	Total Lang. Arts	74	69	62	51	63
4	Total Mathematics	74	71	65	58	61
6	Total Reading	58	59	67	69	67
6	Total Lang. Arts	67	65	75	75	62
6	Total Mathematics	72	72	76	79	68

Scenic Park School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	60	26.7	36.7	36.7	68	71
	Lang. Arts	59	30.5	27.1	42.4	62	72*
	Math	60	31.7	31.7	36.7	69	74
5	Reading	56	33.9	37.5	28.6	67	64
	Lang. Arts	54	11.1	31.5	57.4	65	80*
	Math	57	28.1	50.9	21.1	69	68
6	Reading	61	39.3	45.9	14.8	67	60*
	Lang. Arts	61	36.1	47.5	16.4	72	66*
	Math	61	26.2	39.3	34.4	65	70*

* Indicates Significant Difference in Means at .05 level.

Table 175

Spring Hill School Overview

Statement of Program

Spring Hill Elementary School provides a complete K-6 educational program. The instructional staff includes a physical education teacher, music teacher, art teacher, special education teachers, teacher assistants, speech teachers, librarian, bilingual and migrant ed. tutors, and a nurse. A gifted teacher is available for students who qualify.

Spring Hill offers students in our community an instructional program within the curriculum adopted by the Anchorage School Board. Emphasis is placed on development of the whole child.

We are dedicated to providing an atmosphere in which students achieve academically, develop self-discipline, utilize decision making abilities, and exercise good interpersonal skills. Our goal is to make students and parents active participants in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Increase reading comprehension by 3 percentile points at each grade level.	Partially Attained
Improve spelling by 3 percentile points at each grade level.	Partially Attained
Involve more parents on an ongoing basis in their children's education.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,932,467
1997-98 Budgeted Amount	$1,977,552
1998-99 Adopted Budget	$1,934,582

*Dollars budgeted or expended are general fund only.

Spring Hill School Overview

School Report Card Statement

Spring Hill Elementary School **Barbara Nagengast**

The 1997-98 school year at Spring Hill was a successful one. The three school goals were addressed cooperatively with staff, parents, and the community to achieve the expected outcomes.

Reading and spelling were the two targeted areas for academic growth. The reading goal generated numerous activities. Teachers used a variety of strategies to try to increase comprehension skills. In addition, parents, other ASD staff, and community members participated in special events that centered around increasing students' interest and time spent reading. Both school and PTA funds were dedicated to support literacy activities and materials.

The spelling goal was addressed individually with children, through information shared with parents at conferences and in newsletters, and through staff development activities with the faculty. While all grade levels were not successful in achieving the three percentile growth we had hoped to attain in both reading and spelling, there was some growth at some grade levels. Both parents and staff report that they would like us to continue to work in these area, and we will continue to do so.

Increasing parent involvement will continue to be a goal for our school. We recognize the importance of reaching out to our parents, through a variety of methods. Several teachers made home visits to all their students' families, and they received positive feedback for their efforts and experienced a higher level of parental involvement throughout the year. Our PTA has begun the process of reaching out to more volunteers. We have established a new business partnership and renewed a previous one in our effort to involve the community.

As the new principal at the building this year, I feel that progress has been made in all these areas and that a continued focus on literacy and parent involvement is critical in the years to come. Our overall school program was enhanced by these goals and stronger ties to the community were realized because of them.

Spring Hill School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
612	127%	115	8	65

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
552.6	586.8	94.2%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	6	10	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.0
Classroom Teachers	24.0	Bilingual Tutors	2.0
Librarians	1.0	Migrant Education Tutor	.4
Special Education Teachers	5.0	Clerical Support Staff	1.875
Music Teachers	1.1	Custodians	2.5
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	.95		

Special Programs:

Spring Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
393	53	74	41	30	198	591
66.5%	9.0%	12.5%	6.9%	5.1%	33.5%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	612	134	21%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	1	2	0	0	6
Percent Not Promoted	4.0%	0%	1.0%	2.0%	0%	0%	9.8%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
612	36	31	49	81	197	32.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	87	45	56	35	425	648
% in One Sch.	74.71%	84.44%	76.79%	74.29%	84.24%	81.79%
% in Same Sch.	56.32%	64.44%	55.36%	57.14%	64.94%	62.50%

Spring Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	64	65	62	55
	No.	88	84	77	62
Reading Comprehension	%ile	66	61	57	64
	No.	88	84	77	62
Total Reading	**%ile**	**67**	**64**	**61**	**60**
	No.	88	84	77	62
Language Mechanics	%ile	54	58	69	61
	No.	88	84	77	62
Language Expression	%ile	64	59	63	60
	No.	88	84	77	61
Total Language	**%ile**	**61**	**60**	**67**	**60**
	No.	88	84	77	61
Math Computation	%ile	72	47	43	53
	No.	88	84	77	62
Math Concepts and Applications	%ile	68	62	68	70
	No.	88	84	77	62
Total Mathematics	**%ile**	**72**	**55**	**58**	**61**
	No.	88	84	77	62
Total Battery	**%ile**	**67**	**61**	**64**	**60**
	No.	88	84	77	61
Word Analysis	%ile	60			
	No.	88			
Study Skills	%ile		65	60	67
	No.		84	77	62
Spelling	%ile	52	58	60	41
	No.	88	84	77	62
Science	%ile	58	61	49	54
	No.	87	84	77	62
Social Studies	%ile	57	61	75	64
	No.	88	84	77	62

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	64	62	64	46	56
4	Total Lang. Arts	60	62	57	40	54
4	Total Mathematics	55	69	69	48	58
6	Total Reading	60	51	65	57	59
6	Total Lang. Arts	60	65	64	55	58
6	Total Mathematics	61	63	72	63	66

Spring Hill School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	55	30.9	52.7	16.4	72	69
	Lang. Arts	55	23.6	38.2	38.2	57	66*
	Math	55	47.3	30.9	21.8	69	62*
5	Reading	60	31.7	35.0	33.3	62	64
	Lang. Arts	60	26.7	38.3	35.0	64	69
	Math	60	38.3	45.0	16.7	70	58*
6	Reading	45	28.9	35.6	35.6	61	62
	Lang. Arts	44	29.5	40.9	29.5	62	62
	Math	45	20.0	44.4	35.6	57	63

* Indicates Significant Difference in Means at .05 level.

Table 176

Susitna School Overview

Statement of Program

Susitna Elementary School provides several educational/instructional options for K-6 students in these areas: neighborhood program, open optional alternative program, and three multiage primary classrooms. In addition to classroom teachers, the school also has music, art, physical education teachers, librarian, nurse, and bilingual tutor. Itinerant teachers include psychology, speech, Indian Education, OT/PT, band, and orchestra. Many parent volunteers supplement the instructional program on a regular basis. The school shares a community school with Chester Valley Elementary School.

The goal of the school and the community is to "work together to develop lifelong learners in a changing world." The entire school uses portfolio assessment as a way to better reflect student achievement and growth.

Susitna recognizes that a program needs the support of the community. Therefore, citizens are encouraged to participate fully in the educational process and to express their views about the school and its progress.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Partially Attained
Improve spelling skills.	Partially Attained
Improve school climate and pride and student self-esteem.	Attained
Complete Elementary School Accreditation.	Attained

BUDGET*

1996-97 Expenditures	$2,048,241
1997-98 Budgeted Amount	$2,225,865
1998-99 Adopted Budget	$2,092,263

*Dollars budgeted or expended are general fund only.

Susitna School Overview

School Report Card Statement

Susitna Elementary School **Mary Johnstone**

With the visit of our accreditation team in May of this year, we brought closure to a two-year project to achieve accreditation by the Northwest Association of Schools and Colleges. The process of studying ourselves, developing mission and beliefs statements, researching effective practices, and identifying goals for student learning, helped us develop short- and long-term goals for school improvement. Those goals are as follows:

Communication Skills - Students will make regular, measurable gains in their literacy skills across the disciplines (reading, writing, mathematics and the arts).

- Our ASD reading and spelling goals for this year and next year support this goal.

Learning-to-Learn Skills - Students make a commitment to creating quality work and striving for excellence by reflecting on and evaluating their learning for the purpose of improvement.

- We plan to seriously address this goal in staff development next year in the areas of portfolios and student self-assessment, and teaching to standards.

Social Skills and Personal Responsibility - Students will work cooperatively with others and take personal responsibility for their actions. They will deal skillfully with disagreement and conflict caused by a diversity of opinions and beliefs.

- These skills were supported by our SRC Goal #3 on Susitna Pride. We have plans in place to expand efforts in this area next year.

Parent involvement continues to be high at Susitna, and many activities and programs were made possible because of our active PTA and Optional parent groups.

A major effort for us this year resulted in a change in school boundaries, moving approximately 40 students to Chester Valley School. While class size will likely not be smaller next year, we will have fewer classes and fewer specialists, resulting in less impact on the building and schedules. Staff morale is higher this year than last year due primarily to smaller classes.

We had hoped to schedule a NetDay this school year to increase student and staff access to the Internet, but we were unable to secure funding in time. NetDay is now tentatively scheduled for September 1998. Our computer lab was enhanced by two generous donations of computers by ARCO. We also received a printer that we are using in the lab.

Our Susitna Site Team continued to function to assist with school decision-making.

Susitna School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
637	121%	98	32	36

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
576.2	612.3	94.1%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	4	4	-
Intermediate	3	4	-
Combination	-	10	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	1.25
Classroom Teachers	25.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	5.0	Clerical Support Staff	2.0
Music Teachers	1.3	Custodians	3.0
Art Teachers	.7		
Physical Education Teachers	1.2		
Nurses	1.0		

Special Programs: Indian Ed., Open Optional, Computer Labs

Susitna School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
406	70	113	21	12	216	622
65.3%	11.3%	18.2%	3.4%	1.9%	34.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	637	141	22%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	3	1	1	0	0	10
Percent Not Promoted	5.0%	3.3%	1.0%	1.1%	0%	0%	1.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
637	49	50	56	30	185	29.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	133	22	77	14	451	697
% in One Sch.	64.66%	77.27%	75.32%	85.71%	83.37%	78.77%
% in Same Sch.	57.89%	72.73%	53.25%	71.43%	70.51%	66.28%

Susitna School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	42	60	60	53
	No.	89	75	88	84
Reading Comprehension	%ile	40	56	57	60
	No.	89	75	88	84
Total Reading	**%ile**	**41**	**58**	**60**	**57**
	No.	89	75	88	84
Language Mechanics	%ile	28	57	63	74
	No.	89	75	88	84
Language Expression	%ile	36	63	62	65
	No.	89	75	88	84
Total Language	**%ile**	**31**	**60**	**62**	**71**
	No.	89	75	87	84
Math Computation	%ile	39	53	47	72
	No.	88	75	88	84
Math Concepts and Applications	%ile	48	73	62	74
	No.	88	75	88	84
Total Mathematics	**%ile**	**44**	**67**	**56**	**74**
	No.	88	75	88	84
Total Battery	**%ile**	**38**	**61**	**62**	**68**
	No.	88	75	86	84
Word Analysis	%ile	35			
	No.	89			
Study Skills	%ile		64	58	70
	No.		75	89	84
Spelling	%ile	34	54	52	60
	No.	89	75	88	86
Science	%ile	46	65	53	64
	No.	89	75	89	84
Social Studies	%ile	50	55	60	65
	No.	88	75	89	84

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	58	55	60	55	51
4	Total Lang. Arts	60	48	56	53	45
4	Total Mathematics	67	49	48	58	49
6	Total Reading	57	62	69	63	66
6	Total Lang. Arts	71	62	73	69	65
6	Total Mathematics	74	68	66	66	66

Susitna School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	64	18.8	45.3	35.9	55	60
	Lang. Arts	64	10.9	34.4	54.7	40	60*
	Math	64	17.2	26.6	56.3	50	67*
5	Reading	67	20.9	52.2	26.9	60	61
	Lang. Arts	66	13.6	47.0	39.4	52	62*
	Math	66	21.2	43.9	34.8	52	59*
6	Reading	73	30.1	49.3	20.5	62	59
	Lang. Arts	73	15.1	64.4	20.5	72	73
	Math	72	27.8	36.1	36.1	72	76

* Indicates Significant Difference in Means at .05 level.

Table 177

Taku School Overview

Statement of Program

Taku Elementary is an open floor plan facility. There are teaching stations with a multi-purpose room that has an attached stage area (used for music or art programs), and a large instructional materials area.

The school serves a geographic area surrounded by businesses and small industry. Students attend Taku from other attendance areas in order to participate in the Slingerland program or to attend one of several large daycare centers within its boundaries.

Taku gives high priority to matching learning activities to the particular needs of its student body. Therefore, materials, supplies and personnel must be varied to satisfy the needs of many levels of learning encountered on a daily basis. The school, in addition to helping children learn and grow in academics, also deems it a major purpose to help students to learn and to acquire personal citizenship skills that will help them live, work, and interact in the social setting throughout the school day/year.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling skills.	Attained
Increase comprehension and decoding skills in reading.	Attained
Continue to increase Math computation and problem solving skills.	Attained
Emphasize peaceful relationships throughout the school community.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,561,907
1997-98 Budgeted Amount	$1,560,726
1998-99 Adopted Budget	$1,476,495

*Dollars budgeted or expended are general fund only.

Taku School Overview

School Report Card Statement

Taku Elementary School **Karlyn Daenzer**

Although we had many success this year there are still areas we will always continue to work on. Our population provides many challenges academically and socially due to it's transience and economic level. The staff works diligently to make each student as successful as possible and provide a good learning environment and safe environment. I feel confident that our school will adopt many of the same goals for next year as the skills involved with each are imperative to each child's success as a life long learner and productive member of society.

Taku School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
414	123%	70	2	46

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
371.6	400.3	92.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	4	-
Combination	1	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.375
Classroom Teachers	17.0	Title I Coordinators/Specialists	3.0
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	4.0	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.7		

Special Programs: Title I, Computer Labs, Breakfast Program, Slingerland

Taku School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
269	43	51	17	24	135	404
66.6%	10.6%	12.6%	4.2%	5.9%	33.4%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	414	174	42%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
414	57	36	80	45	218	52.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	69	24	53	26	330	502
% in One Sch.	66.67%	54.17%	71.70%	76.92%	65.15%	66.14%
% in Same Sch.	56.52%	45.83%	47.17%	50.00%	54.24%	53.19%

Taku School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	54	62	37
	No.	49	54	46	30
Reading Comprehension	%ile	53	53	57	58
	No.	49	54	46	31
Total Reading	**%ile**	**54**	**53**	**62**	**50**
	No.	49	54	46	30
Language Mechanics	%ile	50	46	67	61
	No.	49	54	46	32
Language Expression	%ile	60	50	66	51
	No.	49	54	46	32
Total Language	**%ile**	**55**	**47**	**67**	**55**
	No.	49	54	46	32
Math Computation	%ile	56	54	65	63
	No.	50	54	46	32
Math Concepts and Applications	%ile	60	62	64	57
	No.	50	54	45	32
Total Mathematics	**%ile**	**60**	**60**	**67**	**61**
	No.	50	54	45	32
Total Battery	**%ile**	**56**	**53**	**67**	**56**
	No.	49	54	45	30
Word Analysis	%ile	53			
	No.	49			
Study Skills	%ile		57	64	52
	No.		54	46	30
Spelling	%ile	51	48	52	40
	No.	49	54	46	31
Science	%ile	68	49	55	43
	No.	49	54	46	30
Social Studies	%ile	59	43	69	49
	No.	49	54	46	30

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	53	50	35	28	41
4	Total Lang. Arts	47	42	27	24	43
4	Total Mathematics	60	56	35	28	49
6	Total Reading	50	33	55	37	44
6	Total Lang. Arts	55	51	67	35	46
6	Total Mathematics	61	56	65	38	51

* Indicates Significant Difference in Means at .05 level.

Taku School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	41	31.7	36.6	31.7	59	57
	Lang. Arts	41	41.5	39.0	19.5	60	51
	Math	42	35.7	47.6	16.7	66	61
5	Reading	26	23.1	34.6	42.3	60	63
	Lang. Arts	26	19.2	23.1	57.7	50	70*
	Math	25	32.0	44.0	24.0	63	70
6	Reading	26	50.0	26.9	23.1	56	48
	Lang. Arts	26	42.3	46.2	11.5	63	55
	Math	26	23.1	57.7	19.2	65	63

Table 178

Tudor School Overview

Statement of Program

Tudor Elementary School offers a K-6 educational program designed to meet the academic and social needs of every student within the Tudor Community. Our programs have been developed upon an inclusionary philosophy. Simply stated, every child belongs and should be educated to the greatest extent within the regular classroom. These programs are supported by a diverse staff of dedicated teachers and support personnel. In order to meet the individual needs of our students, services are available in Slingerland instruction, special education, speech, gifted, and bilingual services. Additional support is provided through a strong community school program and parent volunteers.

SCHOOL GOALS

Goal	**Level of Achievement**
Improve the mechanics of Language, including Spelling in grades 3-6	Partially Attained
Improve Math Computation and problem solving skills across all grade levels.	Partially Attained
Develop a joy of reading and ability to read independently by the end of third grade.	Attained
Reduce student conflict at school.	Attained
Increase student and staff knowledge of technology and computers.	Attained

BUDGET*

1996-97 Expenditures	$1,941,175
1997-98 Budgeted Amount	$1,900,273
1998-99 Adopted Budget	$1,747,391

*Dollars budgeted or expended are general fund only.

Tudor School Overview

School Report Card Statement

Tudor Elementary School **Susanne Lange**

The 97-98 school year saw Tudor Elementary accomplishing numerous goals. First, we successfully completed our NetDay in April with over 100+ volunteers. Parents, staff, Community Schools, business members, community council members, military personnel and students helped make this day a tremendous success. Through the contributions of monetary donations from the business community and fund raisers, Tudor was able to match the $10,000 Alaska State Science and Technology Grant. These funds allowed us to wire our complete school. This day was hailed by the NET DAY Organizers as the best run Net Day yet. It was a day to be proud of!!

I am very proud of our efforts to reduce student conflicts. A discipline committee, working with parents developed a school wide discipline policy which incorporated Project Achieve, the Step Program and Social Skills Training. The Discipline Policy was then sent out to the Parent Community for comments and suggestions. After revision, the policy was implemented. During the school year our teachers taught the students Ten Social Skills. These lessons taught students ways to make positive choices about their behavior. The general consensus among both the staff and the parent community is that student conflicts have decreased during the year. This coming year Tudor will begin working toward a violence reduction program by incorporating RCCP into the curriculum. Approximately 15 teachers will be taking the introductory course in November.

I am pleased with the efforts of our staff to implement the new Everyday Math program. A Math Night was held on March 24 to share this new program with our parent community. The staff participated in Everyday Math training in October 1997 and used this training to transition into the new program.

Another success for this year was our Science Fair with over 300 entries. Students placed or won awards in the State Science Fair. Another area which makes Tudor a remarkable place is our Inclusive atmosphere. Our motto is: "All students at Tudor Elementary School are Honor Students." Upon visiting our classrooms one would see our special needs students as valued members of our student body. We honor and celebrate diversity. Our final highlight of the year was our Sixth Grade Celebration. During this ceremony, six students were honored when they won the Presidential Achievement Award and nine students won the American Citizenship Award. With the support of our wonderful PTA this was a memorable evening for our sixth graders.

On the personal note, I took great pleasure in my weekly luncheon with students. Eating with each class's Student of the Week gave the students an opportunity to share their stories with me and it gave me a chance to get to know the children. This was a highlight in my week. It was a wonderful way to develop rapport with the children and especially helped when I needed to discipline a student. All in all this was a successful first year for me.

Tudor School Characteristics

SCHOOL MEMBERSHIP

September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
556	107%	104	12	74

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
520.5	557.0	93.5%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	1	11	-
Intermediate	-	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.375
Classroom Teachers	21.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	5.5	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Community School, Intensive needs site, Slingerland grades 1-5

Tudor School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
326	64	75	51	40	230	556
58.6%	11.5%	13.5%	9.2%	7.2%	41.4%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	556	186	33%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	0	0	0	2
Percent Not Promoted	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
556	83	58	80	67	288	51.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	106	59	75	47	400	687
% in One Sch.	57.55%	79.66%	60.00%	68.09%	72.00%	68.85%
% in Same Sch.	46.23%	67.80%	46.67%	48.94%	57.50%	54.88%

Tudor School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	41	46	58
	No.	86	73	75	67
Reading Comprehension	%ile	58	48	54	66
	No.	86	73	75	67
Total Reading	**%ile**	**58**	**45**	**50**	**64**
	No.	86	73	75	67
Language Mechanics	%ile	32	50	67	63
	No.	85	72	74	67
Language Expression	%ile	47	48	62	57
	No.	86	73	75	67
Total Language	**%ile**	**38**	**49**	**65**	**61**
	No.	84	72	74	67
Math Computation	%ile	46	39	48	50
	No.	86	72	75	67
Math Concepts and Applications	%ile	54	55	67	69
	No.	84	72	75	67
Total Mathematics	**%ile**	**54**	**48**	**60**	**60**
	No.	83	72	75	67
Total Battery	**%ile**	**51**	**48**	**61**	**62**
	No.	79	72	74	67
Word Analysis	%ile	41			
	No.	87			
Study Skills	%ile		53	58	66
	No.		72	74	67
Spelling	%ile	48	36	50	45
	No.	87	73	74	67
Science	%ile	43	53	49	56
	No.	85	72	74	67
Social Studies	%ile	48	37	64	58
	No.	86	72	75	67

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	45	59	62	46	42
4	Total Lang. Arts	49	63	49	50	51
4	Total Mathematics	48	70	54	61	54
6	Total Reading	64	49	51	44	53
6	Total Lang. Arts	61	53	53	46	51
6	Total Mathematics	60	48	60	49	56

Tudor School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	49	28.6	26.5	44.9	38	42
	Lang. Arts	47	12.8	42.6	44.7	32	49*
	Math	48	22.9	31.3	45.8	39	47*
5	Reading	55	34.5	40.0	25.5	60	54
	Lang. Arts	55	18.2	43.6	38.2	62	68
	Math	55	40.0	43.6	16.4	70	62*
6	Reading	49	20.4	30.6	49.0	65	70
	Lang. Arts	49	34.7	38.8	26.5	68	63
	Math	49	30.6	42.9	26.5	63	61

* Indicates Significant Difference in Means at .05 level.

Table 179

Turnagain School Overview

Statement of Program

Turnagain Elementary School provides educational opportunities for K-6 students. The Turnagain educational community believes that all children can learn and be successful in a safe, nurturing environment where a respectful relationship exists between staff, students, and parents. We are dedicated to improving student achievement and to providing opportunities for students to acquire strategies and coping skills that foster good citizenship and life-long learning. Students experience a wide variety of stimulating and challenging educational experiences with emphasis placed on the acquisition of skills through a variety of teaching styles. We support a holistic curriculum that recognizes individual needs and is developmentally appropriate. Our goal is that all students will become literate, independent, positive, and respectful citizens who take pride in themselves and their community.

SCHOOL GOALS

Goal	Level of Achievement
K-3 students will improve use of decoding skills to understand what is read.	Attained
Increase spelling skills.	Attained
Implement a reading incentive program.	Attained

BUDGET*

1996-97 Expenditures	$1,566,668
1997-98 Budgeted Amount	$1,460,114
1998-99 Adopted Budget	$1,381,431

*Dollars budgeted or expended are general fund only.

Turnagain School Overview

School Report Card Statement

Turnagain Elementary School **Mary Gilbert**

Turnagain Elementary School has traditionally received a great deal of community support not only from the student's families, but also from the surrounding community. A very strong effort was put forth this year to continue the team approach to helping children become successful. The team at Turnagain included parents, students, staff, business partners and community members working together to achieve our goals. To that end, parents were influential in working with the school toward the achievement of the goals established for this year.

Our goals this year centered on the areas of reading and spelling. It is felt that great strides were made in both these areas, particularly in the area of reading. The primary staff worked closely with the District's reading teacher experts to supplement our current reading program and to work on reading comprehension skills. Teachers participated in training and brought back to their classrooms the skills which were of great assistance in the area of miscue analysis.

The recreational reading program could not have been accomplished without the outstanding support of not only our parents, teachers and staff, but local businesses who supported the program. Indications from parents, students and staff showed that this program was very successful and has set a precedence for the years to come. The program was designed so that all children had the opportunity to be successful regardless of reading ability. At the end of the period set for the program, an awards program "Punk the Principal" was very well received by the community.

Turnagain was extremely successful this year with a recycling program which resulted in the school receiving an award from ALPAR for our efforts. The monies received from these efforts were donated to the "Food for Kids" Program. This was accomplished through a cooperative effort from our business partners, parents, students, staff and other community members.

This year, the Everyday Math curriculum was introduced. Due to the concentrated efforts in the area of reading, it was not possible to examine the effects of this new curriculum. It is recommended that next year, the math program be targeted as a school wide goal. Indications so far from parents, teachers and staff show a variety of comfort levels with this new program.

An open door policy with the administration was emphasized this year. Communication between the school and home were encouraged and input was solicited on a regular basis. Parents were invited and choose to participate in a variety of school functions this past year. Last year, Turnagain came on line through their Net Day efforts. To that end, we continued our movement toward the future in the area of technology. Parent and Staff efforts worked successfully to provide the school with equipment and software to support our program.

We had a very successful school year which has given us a jump start for the next year and we will continue to move forward into the next century.

Turnagain School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
410	85%	61	24	70

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
377.4	408.7	92.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.875
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.3	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	.9		
Bilingual Teachers	.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Indian Ed., Intensive Needs site, Slingerland for grade 1

Turnagain School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
273	11	58	56	11	136	409
66.8%	2.69%	14.2%	13.7%	2.69%	33.3%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	410	97	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
410	43	23	34	26	126	30.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	67	71	13	14	300	465
% in One Sch.	65.67%	74.65%	76.92%	50.00%	83.33%	78.28%
% in Same Sch.	50.75%	57.75%	69.23%	35.71%	67.67%	62.80%

Turnagain School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	60	70	54
	No.	48	61	61	55
Reading Comprehension	%ile	67	54	65	65
	No.	47	61	62	55
Total Reading	**%ile**	**65**	**60**	**71**	**61**
	No.	47	61	61	55
Language Mechanics	%ile	61	60	76	75
	No.	47	61	61	55
Language Expression	%ile	64	62	74	69
	No.	48	61	62	55
Total Language	**%ile**	**63**	**61**	**76**	**74**
	No.	47	61	61	55
Math Computation	%ile	72	55	67	85
	No.	48	61	61	55
Math Concepts and Applications	%ile	65	64	79	79
	No.	47	61	60	55
Total Mathematics	**%ile**	**69**	**61**	**76**	**83**
	No.	47	61	60	55
Total Battery	**%ile**	**67**	**60**	**79**	**74**
	No.	47	61	59	55
Word Analysis	%ile	50			
	No.	48			
Study Skills	%ile		63	71	71
	No.		61	60	55
Spelling	%ile	51	53	60	60
	No.	48	61	62	55
Science	%ile	71	62	58	60
	No.	48	60	60	55
Social Studies	%ile	68	55	75	66
	No.	48	59	60	55

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	60	76	71	57	55
4	Total Lang. Arts	61	74	65	67	56
4	Total Mathematics	61	87	72	67	63
6	Total Reading	61	66	61	63	63
6	Total Lang. Arts	74	75	66	62	55
6	Total Mathematics	83	80	73	67	65

Turnagain School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	45	48.9	33.3	17.8	76	68*
	Lang. Arts	45	37.8	35.6	26.7	70	71
	Math	44	47.7	31.8	20.5	83	75*
5	Reading	48	31.3	37.5	31.3	75	75
	Lang. Arts	47	21.3	29.8	48.9	74	81*
	Math	47	36.2	40.4	23.4	86	80*
6	Reading	42	23.8	47.6	28.6	60	66
	Lang. Arts	42	23.8	47.6	28.6	73	75
	Math	42	11.9	40.5	47.6	75	84*

* Indicates Significant Difference in Means at .05 level.

Table 180

William Tyson School Overview

Statement of Program

William Tyson Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities. We are committed to providing a safe and peaceful learning environment for everyone. It is our vision that people in our community will become aware that we have many constructive choices for dealing with conflict, develop skills to make those choices, increase respect for our own and others' cultures, learn skills in dealing with bias, and above all, see that we can play a powerful role in creating a more democratic, just and peaceful world.

The school has a reading specialist, math specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a parent resource staff and SMSI trained teachers. We are committed to celebrate our multiculturalism, encourage a Native alternative program and to promote positive self esteem.

The staff at William Tyson is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Partially Attained
Improved spelling for students in grades 2-6.	Partially Attained
Increase parent/community involvement.	Attained

BUDGET*

1996-97 Expenditures	$1,463,522
1997-98 Budgeted Amount	$1,609,642
1998-99 Adopted Budget	$1,555,902

*Dollars budgeted or expended are general fund only.

William Tyson School Overview

School Report Card Statement

Tyson, William **John Kito**

In 1997 Norm Reference scores indicated that William Tyson's students scored in the lower percentile in reading. Staff, community and administration felt that progress and growth could be better shown using authentic assessment. It was felt that we should take part in the norm referenced test and also use the Bergance and Succer Allred portfolio in order to determine whether or not the norm reference tests were inconclusive. This to some degree has been shown.

What remains is a feeling that our children are not reading at the level we feel they should be. William Tyson staff, community and administration embarked on a mission. A mission to find a reading program that would benefit and prepare our students to be independent readers by the third grade. The program we will be using is a researched based reading program developed by John Hopkins University for schools in low socio economic areas. Training will occur in August, 1999 goals will remain the same as they were in 1998. The emphasis placed on Reading and Writing.

This reading program, Success for All, will address individual students reading below the first grade level and will provide individual tutorial sessions for each. This year has been very much a success. Our commitment to help our children has increased ten-fold. Staff and community are regenerated in their desire to help our students to be independent readers by the third grade. We look for positive results with continued reduction in below grade level readers and fewer discipline referrals.

William Tyson School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
380	77%	78	3	163

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
361.622	392.600	92.110%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	3	6	-
Intermediate	-	4	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.25
Classroom Teachers	17.0	Title I Coordinators/Specialists	5.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.0	Teacher Assistants/Aides	.5
Music Teachers	.8	Clerical Support Staff	1.0
Art Teachers	.4	Custodians	3.0
Physical Education Teachers	.8		
Bilingual Teachers	1.0		
Counselors	2.0		
Nurses	.75		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Indian Ed., Title I, Counselors, Slingerland for grade 1, Intensive Needs Site, Computer Labs, Breakfast Program

William Tyson School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
99	72	110	76	29	287	386
25.7%	18.7%	28.5%	19.7%	7.5%	74.4%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	380	349	91%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	1	0	0	4
Percent Not Promoted	3.5%	0%	1.5%	1.8%	0%	0%	1.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
380	56	33	102	84	275	72.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	142	116	97	35	123	513
% in One Sch.	57.04%	49.14%	50.52%	68.57%	52.03%	53.61%
% in Same Sch.	52.11%	40.52%	49.48%	48.57%	44.72%	46.98%

William Tyson School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	24	35	19	25
	No.	52	42	20	49
Reading Comprehension	%ile	30	38	21	36
	No.	51	43	20	48
Total Reading	**%ile**	**25**	**35**	**19**	**29**
	No.	51	42	20	48
Language Mechanics	%ile	22	47	33	48
	No.	52	42	20	48
Language Expression	%ile	19	37	20	33
	No.	52	42	20	48
Total Language	**%ile**	**18**	**41**	**24**	**38**
	No.	52	42	20	48
Math Computation	%ile	21	51	19	58
	No.	52	42	20	49
Math Concepts and Applications	%ile	25	55	22	62
	No.	51	42	19	49
Total Mathematics	**%ile**	**21**	**54**	**18**	**60**
	No.	51	42	19	49
Total Battery	**%ile**	**19**	**42**	**16**	**40**
	No.	50	41	19	48
Word Analysis	%ile	26			
	No.	52			
Study Skills	%ile		52	29	39
	No.		42	19	49
Spelling	%ile	28	49	19	31
	No.	52	43	20	48
Science	%ile	25	36	23	25
	No.	52	44	20	48
Social Studies	%ile	26	32	28	42
	No.	51	42	19	48

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	35	19	N/A	N/A	N/A
4	Total Lang. Arts	41	24	N/A	N/A	N/A
4	Total Mathematics	54	39	N/A	N/A	N/A
6	Total Reading	29	36	N/A	N/A	N/A
6	Total Lang. Arts	38	45	N/A	N/A	N/A
6	Total Mathematics	60	64	N/A	N/A	N/A

William Tyson School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	26	19.2	50.0	30.8	30	34
	Lang. Arts	27	22.2	48.1	29.6	32	39
	Math	27	40.7	25.9	33.3	47	54
5	Reading	14	42.9	14.3	42.9	36	23
	Lang. Arts	14	28.6	35.7	35.7	33	27
	Math	14	57.1	21.4	21.4	42	22*
6	Reading	27	14.8	33.3	51.9	28	35*
	Lang. Arts	27	29.6	51.9	18.5	39	39
	Math	27	18.5	25.9	55.6	44	63*

* Indicates Significant Difference in Means at .05 level.

Table 181

Ursa Major School Overview

Statement of Program

The purpose of Ursa Major Elementary School is to form a partnership with the parents in providing a positive initial school experience for children grades K-6. Ursa Major emphasizes a regularly scheduled basic academic curricula. The staff teaches the proper use of the English language; clarifies the methods of calculation and logic; aids students in developing their ability to read with understanding; develops writing skills; explores history—informing the children about the past, the possibilities of the present, and future; enhances each child's self-concept; encourages an appreciation of beauty in art and music; assists growth in life-long physical fitness; and develops the faculties of each person for new vistas. Student self-restraint is encouraged and sometimes required. The students are obligated to exhibit a rudimentary work ethic. Common American values such as respect for others are demonstrated and practiced. Woven throughout the curricula are components of positive character development and patriotism.

The staff puts in priority order the collection of objective data on the students as a foundation for making program decisions for the development of Ursa Major's human resources—children. Several supplemental programs assist in meeting the special needs of the students such as: bilingual tutoring, Chapter I reading and mathematics, resource room assistance, gifted program, speech/language assistance, and a self-contained language development class.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading performance.	Not Attained
Improve spelling performance.	Not Attained
Develop staff collaboration on meeting goals.	Attained

BUDGET*

1996-97 Expenditures	$1,639,245
1997-98 Budgeted Amount	$1,241,565
1998-99 Adopted Budget	$1,152,305

*Dollars budgeted or expended are general fund only.

Ursa Major School Overview

School Report Card Statement

Ursa Major Elementary School **Chuck Screws**

During the 1997/98 school year, one of the goals of the staff of Ursa Major Elementary School was to raise the reading performance level of all students. Teachers focused blocks of their instructional time in their attempt to reach this goal. Early in the fall all students in grades 1-4 were assessed by the Title 1 Reading Specialists. Teachers also assessed students in their classroom in an attempt to identify struggling readers. The Title 1 Reading Specialist provided services in an inclusive model to those students identified as qualifying for Title 1 services. In addition, the Special Education teacher also collaborated with K-6 teachers to target and provide services to special needs students. In almost all cases students improved their individual reading level performance when compared to the original assessment at the beginning of the school year.

In analyzing the individual class performance on the California Achievement Test a significant number of students did not meet the National Percentile level in the areas of reading and spelling. This test, however, does not measure how much individual improvement the student made during the school year.

A significant number of students in Grade 3 did not meet the school goals for reading and spelling. This is of concern for the staff at Ursa Major Elementary School. Therefore, during the 1998/99 school year we will track the performance of these students to see if they make gains in these areas next year. Individual teachers will be provided test results from the California Achievement Test as well as this year's assessment data so that they can develop strategies to improve the reading and spelling performance of these students.

This year the staff participated and developed many school-wide activities to promote reading and spelling. For instance, the Title 1 specialists conducted two Family Literacy Nights to promote reading as a family activity. In addition, the staff planned several activities during "Read Across America Day," which promoted reading as a recreational activity for students. In addition, our librarian, Mrs. Sharon Jones, also sponsored a monthly incentive reading program for the students. As a reward for this program, the building principal, Chuck Screws, purchased a bicycle to be given away in a drawing at the end of the school year as part of the incentive program sponsored by the librarian. Ursa Major Elementary School also participated in the Pizza Hut, "Book It" incentive program. Students in grades K-6 participated in this incentive reading program. To further promote reading in the classroom, teachers also set aside time each day for silent reading. Classroom teachers also developed their own reading incentive program and classroom activities which focused on reading.

This is the third consecutive year that Ursa Major Elementary School has been consolidated with students and staff from another school. This will also be the case for the 1998/99 school year. This influx of new students and staff each year inadvertently affect the staff's ability to develop long term goals and strategies to affect underachieving students.

Ursa Major School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
479	102%	74	4	23

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
449.2	465.5	96.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	12	-
Intermediate	-	7	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	20.0	Title I Coordinators/Specialists	3.0
Librarians	1.0	Bilingual Tutors	.68
Special Education Teachers	3.0	Teacher Assistants/Aides	2.0
Music Teachers	.9	Title I Parent Worker	3.0
Art Teachers	.5	Clerical Support Staff	1.5
Physical Education Teachers	1.0	Custodians	3.0
Counselors	1.0		
Nurses	.6		

Special Programs: Full-Day Kindergarten, Counselors

Ursa Major School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
278	144	7	18	40	209	487
57.1%	29.6%	1.4%	3.7%	8.2%	42.9%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	479	233	48%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
479	104	103	20	14	241	50.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	8	19	163	43	333	566
% in One Sch.	37.50%	89.47%	64.42%	74.42%	64.56%	65.72%
% in Same Sch.	50.00%	10.53%	36.20%	16.28%	23.42%	26.50%

Ursa Major School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	48	65	42	49
	No.	70	61	49	48
Reading Comprehension	%ile	51	64	56	64
	No.	70	61	49	48
Total Reading	**%ile**	**49**	**67**	**51**	**57**
	No.	70	61	49	48
Language Mechanics	%ile	42	79	72	61
	No.	69	61	49	48
Language Expression	%ile	47	65	57	47
	No.	69	61	49	48
Total Language	**%ile**	**45**	**74**	**65**	**54**
	No.	69	61	49	48
Math Computation	%ile	44	83	42	48
	No.	69	61	49	48
Math Concepts and Applications	%ile	47	70	47	59
	No.	69	61	49	48
Total Mathematics	**%ile**	**45**	**80**	**45**	**53**
	No.	69	61	49	48
Total Battery	**%ile**	**46**	**74**	**55**	**54**
	No.	69	61	49	48
Word Analysis	%ile	38			
	No.	70			
Study Skills	%ile		70	54	57
	No.		61	49	48
Spelling	%ile	47	68	52	53
	No.	70	61	49	48
Science	%ile	49	70	45	53
	No.	69	61	49	48
Social Studies	%ile	60	66	63	56
	No.	69	61	49	48

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	67	67	61	46	51
4	Total Lang. Arts	74	73	48	64	51
4	Total Mathematics	80	67	49	53	62
6	Total Reading	57	63	51	57	56
6	Total Lang. Arts	54	64	60	51	54
6	Total Mathematics	53	81	53	61	60

Ursa Major School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	19	31.6	31.6	36.8	66	71
	Lang. Arts	14	-0-	50.0	50.0	64	79*
	Math	19	15.8	21.1	63.2	63	83*
5	Reading	15	13.3	86.7	-0-	56	56
	Lang. Arts	15	13.3	53.3	33.3	58	69*
	Math	15	13.3	60.0	26.7	50	51
6	Reading	18	22.2	33.3	44.4	52	60
	Lang. Arts	18	55.6	16.7	27.8	64	58
	Math	18	27.8	44.4	27.8	54	56

* Indicates Significant Difference in Means at .05 level.

Table 182

Williwaw School Overview

Statement of Program

Williwaw provides the standard District program of instruction K-6. To meet the needs of students and those expressed by parents, the instructional program is traditionally oriented stressing student acquisition of basic skills for life-long learning, remediation in study skills, reading/language arts and mathematics, with appropriate emphasis given to the human services of nurturing, protecting, and guiding children while at school, away from home.

Administrative, teaching, and support staff are fully cognizant of District and unit goals and objectives and are dedicated to providing to students the highest quality educational services, and to that end seeking continuing personal and professional growth and providing colleagues support in their same efforts.

Students—focus on individual needs, abilities, interests to aid each child in learning. Community school and community together address, define, and solve educational problems. Society—develop attitudes productive of better mutual understanding in a multicultural society. Professionals—dedication to personal and professional growth and cooperation with colleagues.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase reading	Partially Attained
Increased skills in math problem solving and computation.	Attained
Increase spelling skills/strategies.	Attained
Continue Positive Parent Involvement and add a Business Partnership.	Attained

BUDGET*	
1996-97 Expenditures	$2,024,481
1997-98 Budgeted Amount	$2,172,593
1998-99 Adopted Budget	$2,240,618

*Dollars budgeted or expended are general fund only.

Williwaw School Overview

School Report Card Statement

Williwaw Elementary School **Carolyn Lyons**

The 1997/1998 school year was our third year in our new school building with our student population exceeding 600 students. Two relocatables were added to accommodate our Bilingual program and Title 1 program. Despite a large population the school/staff/students and parents coped very well. The Project Achieve program and Resolving Conflict Creatively Program were an important part of the school wide discipline program. The school was safe and the classroom environment well managed for student learning. However, large numbers of students in grades 3 and 4 added to teacher/student stress level. Boundary change was discussed and tabled until the following school year, 1998-1999.

The Williwaw School Community continues to be a rich and diverse population served by a positive and committed teaching staff, a dedicated PTA Executive Board, Business Partnerships, Parent volunteers, and Community groups. Note the following : DARE with an Anchorage Police officer teaching in grades 5 and 6; Big Brother/Sister Mentor program for our students; CASTLES grant to encourage career awareness for students; school wide Technology planning and course work; emphasis on Multicultural programs/assemble/artists in residence to celebrate pride and information on many of our school cultures and ongoing staff development on effective teaching strategies and practices. Next year a Parent Literacy Center will be added to share reading/writing skills and strategies with parents.

Our school goals : reading comprehension, math computation/problem solving, spelling, and Parent Involvement and Community Partnerships were reviewed and completed by the end of 1997-1998 school year. Reading, math, and spelling/writing need continued emphasis. The majority of the teaching staff completed First Steps reading the middle of May, 1998 and the building expects to implement the developmental continuum along with increased emphasis on researched based effective teaching practices and strategies. Our Title VI grant, Linking Literacy Assessment and Practices, will support First Steps efforts. There will also be an application for Comprehensive School Reform titled: Linking Community, School, and Parents in Effective Teaching Practices.

Williwaw School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
592	126%	106	18	154

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
554.3	594.6	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	8	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers (2 funded by Title I)	26.0	Title I Coordinators/Specialists	5.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.5	Indian Education Tutor/Counselor	.8
Music Teachers	1.2	Title I Tutor/TA	1.0
Art Teachers	.6	Title I Parent Worker	6.0
Physical Education Teachers	1.3	Teacher Assistants/Aides	2.0
Bilingual Teachers	1.0	Clerical Support Staff	1.875
Counselors	1.0	Custodians	3.0
Nurses	.85		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Counselors, Breakfast program

Williwaw School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
172	71	193	103	48	415	587
29.3%	12.1%	32.9%	17.6%	8.2%	70.7%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	592	413	69%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
592	43	61	65	86	255	43.1%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	243	118	93	58	210	722
% in One Sch.	65.02%	77.97%	67.74%	77.59%	67.14%	69.11%
% in Same Sch.	55.56%	61.02%	55.91%	63.79%	55.24%	57.06%

Williwaw School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	38	39	27	33
	No.	64	70	75	62
Reading Comprehension	%ile	41	38	38	43
	No.	65	71	76	62
Total Reading	**%ile**	**40**	**38**	**32**	**37**
	No.	64	70	75	62
Language Mechanics	%ile	29	43	53	46
	No.	63	67	73	62
Language Expression	%ile	42	36	39	33
	No.	63	67	73	62
Total Language	**%ile**	**34**	**39**	**44**	**37**
	No.	62	66	73	62
Math Computation	%ile	50	51	40	40
	No.	64	72	76	62
Math Concepts and Applications	%ile	37	52	48	49
	No.	65	71	76	62
Total Mathematics	**%ile**	**42**	**51**	**43**	**42**
	No.	64	71	76	62
Total Battery	**%ile**	**38**	**41**	**39**	**37**
	No.	62	65	72	62
Word Analysis	%ile	38			
	No.	64			
Study Skills	%ile		45	45	41
	No.		68	72	60
Spelling	%ile	42	45	37	37
	No.	63	66	72	62
Science	%ile	33	46	36	33
	No.	62	67	72	60
Social Studies	%ile	40	36	51	40
	No.	62	66	72	60

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	38	46	41	45	30
4	Total Lang. Arts	39	44	35	44	32
4	Total Mathematics	51	56	46	59	37
6	Total Reading	37	32	34	39	37
6	Total Lang. Arts	37	37	29	45	32
6	Total Mathematics	42	47	31	48	40

Williwaw School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	47	29.8	40.4	29.8	40	41
	Lang. Arts	45	17.8	35.6	46.7	27	39*
	Math	47	23.4	40.4	36.2	47	54
5	Reading	52	55.8	28.8	15.4	48	33*
	Lang. Arts	50	34.0	44.0	22.0	48	45
	Math	52	46.2	36.5	17.3	56	45*
6	Reading	35	20.0	45.7	34.3	34	40
	Lang. Arts	35	37.1	34.3	28.6	44	41
	Math	35	28.6	31.4	40.0	40	43

* Indicates Significant Difference in Means at .05 level.

Table 183

Willow Crest School Overview

Statement of Program

Willow Crest Elementary School provides a complete K-6 program of instruction in the central Spenard and Windemere sections of Anchorage. The certificated staff includes regular classroom and kindergarten teachers, special education resource teachers, music teacher, bilingual teacher, librarian, physical education teacher, nurse, and a principal. Support staff includes special education assistants, bilingual tutors, an Indian education tutor, and temporary school attendants (TSAs).

Willow Crest offers a comprehensive program designed to meet the individual academic needs as well as foster the social-emotional development of each child. There is also an emphasis on a strong working relationship with the Willow Crest parents and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading scores as measured by the CAT.	Partially Attained
Implement and evaluate a school wide discipline policy and prevention/social skills program.	Attained
Increased scores Math Total of the CAT.	Partially Attained
Explore the Spelling Plus program as a supplemental program.	Partially Attained
Increase family involvement in school activities.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,596,846
1997-98 Budgeted Amount	$1,678,640
1998-99 Adopted Budget	$1,657,638

*Dollars budgeted or expended are general fund only.

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Willow Crest School Overview

School Report Card Statement

Willow Crest Elementary School **Teri Regan**

Willow Crest is a strong school community supported by a committed staff, a strong PTA and a diverse student population. The community set their sights high with five very demanding goals in the areas of reading, spelling, math, school-wide discipline and parent involvement. This community was successful in making significant progress in all areas, but believe these goals provide a well-rounded focus for supporting the continued growth of all students.

There was significant effort put into the development of our reading program at the Kindergarten through third grade levels through the development of a building level Reading Plan. The training provided for the first grade teachers was excellent. One benefit to working together to develop the Reading Plan was the many opportunities to talk reading on a professional level. The Accelerated Reader Program has been purchased and will be implemented in the 98-99 school year. We want to get books into students hands and this program has proven to be very motivational. We also continued with the Reading is Fundamental Program that is coordinated by the PTA. We had three book "give-aways" this year in grades K-6.

This year marks the end of our first year implementing Everyday Math. A Family Math Night is planned for the 98-99 school year to better introduce the parents to the program.

Thirty staff and parents participated in a class this spring called Project Achieve. It is a school-wide social skills program. The concepts presented were well received and a committee worked together to form a plan for implementation in the 98-99 school year. It coordinates well with the Resolving Conflict Creatively Program which was put on hold due to the fact that some of the staff trained did not return to the building. As we move forward with Project Achieve we will discuss the continued implementation of RCCP.

For the 98-99 school year, Willow Crest will be a Title I school. Two full time and one half time reading and math collaborating teachers and one family/school coordinator will be joining the staff. Willow Crest will also be one of the model schools learning about and implementing Kagan's Cooperative Learning Model.

Even though we don't have a school goal directly related to Technology, it is an important part of the educational experience for students at Willow Crest. Classes visit the lab one to two times per week. Computers are also available in all classrooms. A team from Willow Crest will attend a School Technology Planning class this summer. We will develop a draft plan that can be brought back to the staff.

Willow Crest is a community that is firmly grounded in providing great learning opportunities for students. We have staff that understand the diverse learning needs of our students and a very strong PTA that actively supports the staff in providing quality programs for students and their families.

Willow Crest School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
505	97%	70	2	126

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
467.8	506.3	92.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	9	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	20.0	Bilingual Tutors	2.5
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	3.5	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Breakfast Program , Children in Transition, Computer Labs, Indian Ed., Migrant Ed., Underachieving Schools Grant

Willow Crest School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
258	25	107	67	47	246	504
51.2%	5.0%	21.2%	13.3%	9.3%	48.8%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	505	264	52%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	1	0	0	1	5
Percent Not Promoted	2.5%	1.2%	1.5%	0%	0%	1.5%	1.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
505	87	66	73	68	294	58.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	151	79	30	60	309	629
% in One Sch.	49.67%	79.75%	66.67%	53.33%	71.84%	65.50%
% in Same Sch.	36.42%	53.16%	53.33%	48.33%	58.90%	51.51%

Willow Crest School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	44	52	45
	No.	63	71	45	59
Reading Comprehension	%ile	52	42	48	54
	No.	63	71	45	60
Total Reading	**%ile**	**55**	**43**	**51**	**50**
	No.	63	71	45	59
Language Mechanics	%ile	49	51	71	61
	No.	63	71	45	59
Language Expression	%ile	49	43	62	55
	No.	63	71	45	60
Total Language	**%ile**	**49**	**47**	**67**	**58**
	No.	63	71	45	59
Math Computation	%ile	59	57	52	61
	No.	64	71	45	60
Math Concepts and Applications	%ile	57	51	63	64
	No.	64	71	45	60
Total Mathematics	**%ile**	**59**	**55**	**59**	**62**
	No.	64	71	45	60
Total Battery	**%ile**	**54**	**47**	**61**	**56**
	No.	63	71	45	58
Word Analysis	%ile	54			
	No.	63			
Study Skills	%ile		56	54	55
	No.		71	45	59
Spelling	%ile	53	42	53	48
	No.	63	71	45	60
Science	%ile	50	52	44	42
	No.	64	71	45	60
Social Studies	%ile	55	40	63	56
	No.	64	71	45	61

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	43	46	57	51	40
4	Total Lang. Arts	47	44	44	54	40
4	Total Mathematics	55	56	50	56	45
6	Total Reading	50	32	60	49	51
6	Total Lang. Arts	58	37	63	52	54
6	Total Mathematics	62	47	55	46	49

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Willow Crest School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	42	28.6	40.5	31.0	45	47
	Lang. Arts	41	17.1	48.8	34.1	42	51*
	Math	41	19.5	39.0	41.5	44	57*
5	Reading	27	44.4	44.4	11.1	66	58*
	Lang. Arts	27	11.1	48.1	40.7	61	73*
	Math	27	33.3	44.4	22.2	64	63
6	Reading	45	33.3	40.0	26.7	49	48
	Lang. Arts	45	26.7	42.2	31.1	58	57
	Math	45	17.8	28.9	53.3	50	63*

* Indicates Significant Difference in Means at .05 level.

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Table 184

Wonder Park School Overview

Statement of Program

Wonder Park Elementary School provides a complete K-6 program of instruction. In addition to the regular program, the school has a special education resource teacher and an Indian education tutor. Also included on the staff are a librarian, a physical education teacher, and a classroom music teacher along with a school nurse who comes twice a week.

Wonder Park School offers students a well-rounded educational program including reading, mathematics, social studies, science, health, music, art, physical education, language arts, and instruction in computer education. An active before and after school activities program is provided for the students. A mastery of the basics and an emphasis on academic achievement is stressed.

SCHOOL GOALS

Goal	Level of Achievement
Improve writing.	Attained
Improve targeted weaknesses in the area of reading.	Partially Attained
Look for creative ways to get parents involved in the school.	Attained
Improve spelling achievement.	Attained

BUDGET*

1996-97 Expenditures	$1,844,503
1997-98 Budgeted Amount	$1,916,475
1998-99 Adopted Budget	$1,948,693

*Dollars budgeted or expended are general fund only.

Wonder Park School Overview

School Report Card Statement

Wonder Park Elementary School **Lucille Sharper**

This is the first year since I have been at Wonder Park that we have actually met or exceeded all of our goals. It tells me that if you work at it hard enough and include enough stakeholders, goals can be accomplished. When all people involved in the lives of children are working on one accord, the academics improve.

Wonder Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
492	111%	84	24	93

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
447.4	479.0	93.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	9	5	-
Intermediate	-	5	-
Combination	2	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers (2 funded by Title I)	22.0	Title I Coordinators/Specialists	2.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	5.0	Indian Education Tutor/Counselor	.5
Music Teachers	1.0	Title I Tutor/TA	2.0
Art Teachers	.6	Teacher Assistants/Aides	2.0
Physical Education Teachers	1.0	Clerical Support Staff	1.625
Gifted Teachers	1.0	Custodians	3.0
Counselors	1.0		
Nurses	.8		

Special Programs: Full-Day Kindergarten, Indian Ed., Title I, Gifted Sites, Counselors, Computer labs, Breakfast Program

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Wonder Park School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
188 38.1%	90 18.3%	129 26.2%	51 10.4%	35 7.1%	305 61.9%	493

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	492	307	62%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
492	67	51	100	75	293	59.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	157	70	113	47	233	620
% in One Sch.	61.78%	55.71%	59.29%	72.34%	66.95%	63.39%
% in Same Sch.	54.14%	30.00%	46.02%	51.06%	51.93%	48.87%

Wonder Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	38	48	22	41
	No.	51	63	42	52
Reading Comprehension	%ile	44	44	39	52
	No.	51	63	42	52
Total Reading	**%ile**	**40**	**47**	**30**	**46**
	No.	51	63	42	52
Language Mechanics	%ile	29	48	54	61
	No.	51	62	42	53
Language Expression	%ile	36	44	46	52
	No.	53	61	42	53
Total Language	**%ile**	**32**	**45**	**50**	**56**
	No.	51	61	42	53
Math Computation	%ile	34	43	53	58
	No.	55	62	42	52
Math Concepts and Applications	%ile	32	45	54	63
	No.	54	62	42	52
Total Mathematics	**%ile**	**32**	**43**	**54**	**60**
	No.	54	62	42	52
Total Battery	**%ile**	**33**	**44**	**44**	**55**
	No.	50	60	42	51
Word Analysis	%ile	37			
	No.	51			
Study Skills	%ile		53	35	60
	No.		62	42	52
Spelling	%ile	37	46	33	53
	No.	52	63	42	53
Science	%ile	38	46	37	45
	No.	52	62	42	52
Social Studies	%ile	32	36	39	46
	No.	52	62	42	52

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	47	48	51	35	22
4	Total Lang. Arts	45	38	42	29	18
4	Total Mathematics	43	40	45	31	28
6	Total Reading	46	31	35	44	29
6	Total Lang. Arts	56	43	30	43	28
6	Total Mathematics	60	36	44	46	36

Wonder Park School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	39	20.5	43.6	35.9	46	46
	Lang. Arts	37	16.2	37.8	45.9	35	45*
	Math	39	35.9	30.8	33.3	45	44
5	Reading	27	44.4	44.4	11.1	49	35*
	Lang. Arts	27	7.4	51.9	40.7	44	54*
	Math	28	10.7	57.1	32.1	47	56
6	Reading	35	11.4	51.4	37.1	44	48
	Lang. Arts	36	22.2	47.2	30.6	60	60
	Math	35	2.9	40.0	57.1	49	63*

* Indicates Significant Difference in Means at .05 level.

Table 185

Glayds Wood School Overview

Statement of Program

Gladys Wood Elementary provides a complete instructional program in kindergarten through grade 6. The instructional staff includes K-6 classroom teachers, special education resource teachers, a librarian, a music teacher and a physical education teacher. Support services are available in art, band, orchestra, Indian education, bilingual, psychology and the gifted program.

The curriculum program at Gladys Wood reflects the full range of academic offerings including education in music, art, and computers. Our extracurricular program offers activities in sports, music, student government and computers. There is a continual emphasis on academic achievement and enrichment activities for all students.

SCHOOL GOALS

Goal	Level of Achievement
Demonstrate improvement in independent reading levels.	Partially Attained
Demonstrate improvement in spelling high priority list words.	Attained
Improve student decorum.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,809,607
1997-98 Budgeted Amount	$1,879,295
1998-99 Adopted Budget	$1,762,948

*Dollars budgeted or expended are general fund only.

Glayds Wood School Overview

School Report Card Statement

Wood, Gladys Elementary School **Gene Janigo**

During the spring of 1997 a staff, student, and parent survey was conducted to gather input on how our school was doing and goals they'd like to see us work towards. Using this input and the ASD School Board goals, the Gladys Wood Staff and community worked together in the Fall of 97 to formulate our goals and action plan for the 97 - 98 school year.

There was a consensus that reading was the most important basic skill and also a School Board goal for the 97-98 school year. Gladys Wood librarian and a few teachers had an interest in a school wide reading program called "Accelerated Reader". It had been purchased the year before with library funding. It involves students reading a book at their reading level (determined by a computer assessment device called STAR) and taking a computer test to check for comprehension. A Title VI Grant was written and awarded to our school targeting money to increase staff knowledge, planning, and use off the program. An inservice was held in the Fall to familiarize teachers with the program and our current list of book titles available. The PTA supported the program with the purchase of a computer server to facilitate student access to AR tests for AR books on computers throughout the school. A goal was set to increase independent reading levels in each student by one year. Students were introduced to the program after taking the STAR assessment which was shared with parents during Fall conferences. Through the grant and spending decisions by staff approximately 600 AR titles were added throughout the school year. An additional 300 have been ordered and are expected in by next fall. The result has been a dramatic increase in library circulation as reported by our librarian. The STAR assessment was again given this Spring and results reported to parents at Spring conferences. Our goal was partially attained as some students improved by one year or more while some did not. Overall the average was a 0.7 grade level improvement for the whole school.

The School Board goal of improving spelling was embraced by Gladys Wood Staff this year as well. After discussion during in-service training this Fall, it was decided that we would focus our instruction and improvements on "High Priority Words". These are the words used most frequently in conversation and student writing thus important for spelling. Grade levels developed pre and post tests to be used with students in the Fall and again in the Spring for comparison. Our action plan included a balanced approach of instruction on both high priority words along with words from the spelling series and class thematic units. Instruction included using a variety of strategies including phonics, word analysis, repetition, games, and homework practice. In addition, teachers included standardized testing format assessments occasionally throughout the school year. The goal was for measurable improvement of five perent or more between pre and post tests to be shared at Fall and Spring conferences. Our goal was fully attained as our overall improvement was twelve percent.

Our third goal this year was one mentioned by our community in the survey results last year. It was to work towards improving student decorum schoolwide. Our specific goal was to significantly decrease negative behavior referrals during the year. Last year 265 referrals were written. We met as a staff to build consistency in school rule expectations and enforcement. We continued our efforts at promoting assets for kids through the offering of extra-curricular activities before, during lunch recess, and after school. We combined Project Achieve with our current RCCP efforts focusing on a social skill of the month through a newly developed Gladys Wood Social Skills Program. This involved monthly assemblies introducing the program and the skill of the month. Group facilitation was offered for some students nominated by their teachers with funds provided by a Safe and Drug Free Schools Grant. Several staff meetings throughout the year focused on discussing what is and what is not working. We were partially successful as we currently have written a total of 243 behavioral referrals this school year.

Glayds Wood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
562	112%	90	26	56

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
531.6	562.9	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	9	-
Intermediate	-	9	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	22	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	.5	Clerical Support Staff	1.875
Music Teachers	1.0	Custodians	2.5
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	.8		
Special Programs: Bilingual Ed., Title I, Slingerland for grade 1			

Glayds Wood School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
388	30	75	46	18	169	557
69.7%	5.4%	13.5%	8.3%	3.2%	30.3%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	562	136	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
562	44	36	35	35	150	26.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	83	51	40	23	435	632
% in One Sch.	81.93%	62.35%	65.00%	69.57%	83.68%	81.65%
% in Same Sch.	77.11%	68.63%	52.50%	60.87%	64.37%	65.51%

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Gladys Wood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		**GRADE**			
		3	**4**	**5**	**6**
Reading Vocabulary	%ile	61	62	55	62
	No.	53	78	88	88
Reading Comprehension	%ile	64	52	61	64
	No.	53	78	88	88
Total Reading	**%ile**	**62**	**60**	**60**	**65**
	No.	53	78	88	88
Language Mechanics	%ile	46	63	74	78
	No.	52	78	88	88
Language Expression	%ile	66	60	70	66
	No.	53	78	88	88
Total Language	**%ile**	**57**	**64**	**74**	**74**
	No.	52	78	88	88
Math Computation	%ile	48	76	51	76
	No.	53	78	88	88
Math Concepts and Applications	%ile	58	79	71	64
	No.	53	78	88	88
Total Mathematics	**%ile**	**55**	**80**	**64**	**70**
	No.	53	78	88	88
Total Battery	**%ile**	**60**	**68**	**68**	**70**
	No.	52	78	88	88
Word Analysis	%ile	50			
	No.	53			
Study Skills	%ile		67	62	69
	No.		78	87	88
Spelling	%ile	54	57	54	67
	No.	53	78	88	88
Science	%ile	60	62	54	60
	No.	53	77	86	88
Social Studies	%ile	53	57	63	61
	No.	53	77	86	88

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	60	59	67	53	53
4	Total Lang. Arts	64	65	71	61	56
4	Total Mathematics	80	67	53	59	61
6	Total Reading	65	60	55	45	53
6	Total Lang. Arts	74	66	64	51	56
6	Total Mathematics	70	52	60	50	53

Gladys Wood School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	54	24.1	48.1	27.8	63	61
	Lang. Arts	53	11.3	34.0	54.7	51	67*
	Math	51	11.8	27.5	60.8	65	84*
5	Reading	71	29.6	36.6	33.8	63	64
	Lang. Arts	72	19.4	48.6	31.9	66	76*
	Math	72	36.1	31.9	31.9	67	66
6	Reading	73	32.9	46.6	20.5	71	67
	Lang. Arts	73	35.6	32.9	31.5	76	75
	Math	74	20.3	41.9	37.8	65	72*

* Indicates Significant Difference in Means at .05 level.

Table 186

Central School of Science Overview

Statement of Program

Central Middle School of Science infuses science and technology throughout all curricular areas through interdisciplinary teams of teachers and students. It is the goal of Central Middle School of Science to provide an instructional program which is on the cutting edge of technology; teachers involved in on-going training in the most current educational and technological techniques; and self-motivated students who will become responsible adults and lifelong learners. High academic expectations and high standards for students' behavior are characteristics of Central's program.

SCHOOL GOALS

Goal	Level of Achievement
To standardize class opening procedures.	Attained
Increase parent involvement.	Attained
Increase staff school spirit.	Attained
Integrate spelling in all disciplines.	Partially Attained

BUDGET*

1996-97 Expenditures	$3,063,554
1997-98 Budgeted Amount	$3,423,128
1998-99 Adopted Budget	$3,494,412

*Dollars budgeted or expended are general fund only.

Central School of Science Overview

School Report Card Statement

Central Middle School of Science **Keith Taton**

The 1997-98 school year was a fantastic year at Central Middle School of Science. We added eight new staff members this past year and they are an energetic group. This is our second year as a fully funded middle school and our teams continue to evolve and more and more integrated lessons are being developed.

The hands on discovery methods used in our science program have formed a paradigm for student empowering and responsibility in all aspects of the school. This shift can be seen in the classroom where students are more involved in and take responsibility for their learning. We are proud of our students and their continual success.

We have had a number of students recognized this school year and we are very proud of them. Some of our notable recognition include:

- Central Middle School was selected by Secretary of Education Riley for a site visit. We were one of 50 schools nationally that were selected.
- Prudential Spirit of America Alaska state winner. A Central student has won this award three years in a row. We are the only school in the nation to ever have three winners.
- Alaska State Science and Engineer Fair winners. Central has won the state Science Fair two years in a row.
- Central students were the Toshiba Exploravision Western United States regional winners. Last year, we were the national winners.
- A Central student was selected to represent Alaska RespecTeen National Youth Forum.
- Central was the winner of the World Language Declamation Contest.

The interest in the Central program continues to grow. We currently have more than 250 lottery students at Central from more that 48 different elementary schools.

Our active business partners continue to be very supportive of our school. Our business partnership has evolved into an elective class where students meet on a regular basis with members of our business community. This program was recognized in 1997 when it received the Anchorage Golden Heart Award.

With a young staff that has great enthusiasm, we look forward to next year and know it will be another outstanding year at Central Middle School of Science.

Central School of Science Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
785	89%	73	75	87

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
729.9	779.0	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	8	17	8
Mathematics	2	11	12
Science	1	14	16
Social Studies	1	11	14

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	1.625
Classroom Teachers	38.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	5.5	Clerical Support Staff	6.0
Gifted Teachers	.2	Custodians	5.0
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Central School of Science Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
473	116	73	49	68	306	779
60.7%	14.9%	9.4%	6.3%	8.7%	39.3%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Middle Level	785	273	34%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	6	0	6
Percent Not Promoted	1.4%	0.0%	.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
785	114	86	44	39	283	36.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	91	60	146	77	522	896
% in One Sch.	68.13%	76.67%	70.55%	72.73%	82.95%	78.13%
% in Same Sch.	18.68%	30.00%	35.62%	35.06%	32.76%	31.81%

Central School of Science
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	61	64
	No.	389	335
Reading Comprehension	%ile	68	65
	No.	389	335
Total Reading	**%ile**	**66**	**67**
	No.	389	335
Language Mechanics	%ile	70	62
	No.	389	335
Language Expression	%ile	60	54
	No.	389	335
Total Language	**%ile**	**65**	**58**
	No.	389	335
Math Computation	%ile	58	49
	No.	386	333
Math Concepts and Applications	%ile	65	73
	No.	386	333
Total Mathematics	**%ile**	**63**	**61**
	No.	386	333
Total Battery	**%ile**	**66**	**64**
	No.	385	331
Study Skills	%ile	62	53
	No.	386	333
Spelling	%ile	55	51
	No.	389	335
Science	%ile	65	78
	No.	385	333
Social Studies	%ile	66	67
	No.	386	333

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	66	68	68	55	53
7	Total Lang. Arts	65	67	63	N/A	N/A
7	Total Mathematics	63	69	67	55	51
8	Total Reading	67	67	68	53	58
8	Total Lang. Arts	58	65	64	56	59
8	Total Mathematics	61	64	62	47	47

Central School of Science
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	249	20.5%	49.0%	30.5%	63	64
	Lang. Arts	248	28.2%	46.4%	25.4%	65	65
	Math	246	41.9%	39.4%	18.7%	70	62*
8	Reading	237	29.5%	46.0%	24.5%	68	68
	Lang. Arts	236	34.7%	43.2%	22.0%	67	61*
	Math	234	34.2%	48.3%	17.5%	69	64*

* Indicates Significant Difference in Means at .05 level.

Table 187

Clark Middle School Overview

Statement of Program

Clark Middle School serves grades seven and eight. The school is organized around a middle school flexible block model of delivery. Students take four core subjects, two electives and a physical education course. The staff includes a traditional team staffing pattern, special education collaborators and resource teachers, Indian Education tutors, Chapter I staff, and various other support personnel from within the District. Clark is committed to providing students in its attendance area the basic curriculum which includes math, science, language arts, social studies, physical education and an elective. In addition, gifted programs are offered in math science, and language arts through a team delivery model.

SCHOOL GOALS

Goal	Level of Achievement
Develop interdisciplinary, hands-on instructional units.	Partially Attained
Insure a safe, nurturing, caring school learning environment.	Partially Attained
Improve reading fluency.	Attained
Increase parent and community involvement.	Partially Attained

BUDGET*

1996-97 Expenditures	$3,485,529
1997-98 Budgeted Amount	$3,528,987
1998-99 Adopted Budget	$3,416,972

*Dollars budgeted or expended are general fund only.

Clark Middle School Overview

School Report Card Statement

Clark Middle School **Mim Chapman**

Clark only partially met its goals this year. Perhaps we set our goals too high. Although we did not fully meet them, we made important progress and excelled in areas beyond the four listed goals.

Celebration of diversity underlies all Clark's educational efforts although it was not a stated goal. Out of 50 nominations, Clark was chosen by a U. S. Dept. of Ed. grant, "Leading for Diversity" as one of 12 schools nationwide that has developed the most creative, proactive programs to address diversity. These 12 schools will be the focus of a year-long research project leading to a college training curriculum based on our successes.

Building on the middle school format, this year we evolved into four Schools-Of-Choice within a community school to better meet the diverse needs and learning styles of our students and capitalize on the diverse teaching philosophies of our staff. Incoming seventh grade students and parents chose from the following options: the Blue School, our ABC Back-to-Basics School; the Red Inquiry Based School; the Green International School; and the Fireweed Native Culture Focus School. Fireweed was initiated this year. Both Native and non-Native students who chose it showed marked improvement in attendance and achievement and there was increased parental involvement. We hope this will extend to the entire school next year when all seventh grade students will be a part of their own school-of-choice.

The all-school focus on Literacy was another major success. An all-school 20 minute daily reading block created reading habits in our students. Even skeptical teachers noticed the difference! Although CAT test scores have not yet shown statistically significant change, students' fluency and attitude toward reading has improved.

Parental involvement is always difficult in a low-ses area where many are single parents working two jobs to put food on the table. (Clark's free/reduced lunch percentage of 60% is almost twice the district average and a third higher than any other secondary school.) However, our community involvement has been outstanding. Community volunteers set up information booths at the Back-To-School night displaying recreational and social services information. They organized a large winter social services festival and a spring Mt. View Pride festival with multi-cultural performances, food, social service information, and a variety of student activities. We initiated a Community Schools Program, offered ESL classes for parents with our students reading to their pre-school children, created a parent Jazzercize program, took Clark remedial reading students to elementary schools, hospitals, and day-care centers to read to children, collaborated in the creation of the Mt. View Clinic, collaborated with Cook Inlet Tribal Council in the creation of the Fireweed Native Culture Focus Team, had a literacy development/theater program in collaboration with Out North Contemporary Art House, participated in the Anchorage Assembly Gang Task Force, and students made dream models for the new Mt. View Community Center and presented their proposals at a large community meeting. Students did multicultural dance performances at a variety of school and community events, and our Jazz Band played a fund-raiser dance for parents. Merchants donated numerous awards, supplies, and equipment to Clark in the course of the year.

One team did a unit on Violence in Schools and suggested a student Crime-Watch Line where students could report threats, rumors, harassment, or other issues anonymously. Through our partnership with MACtel their plan was implemented within a week with student-recorded messages on the voice-mail line. Students have participated in numerous community service projects as well. The Youth Community Connection Program provides tutoring, counseling, and community service for suspended students.

Clark Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
821	89%	145	28	176

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
739.1	797.4	92.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	2	19	6
Mathematics	1	16	10
Science	2	21	11
Social Studies	2	19	5

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	6.0
Classroom Teachers	36.0	Title I Coordinators/Specialists	5.0
Librarians	1.0	Indian Education Tutor/Counselor	1
Bilingual Teachers	2.0	Bilingual Tutors	3.0
Special Education Teachers	12.0	Title I Tutor/TA	4.0
Gifted Teachers	.4	Clerical Support Staff	6.0
Counselors	3.0	Custodians	5.5
Nurses	1.0		

Special Programs: Alaska School for the Deaf, Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site, Title I

Clark Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
290	153	199	121	50	523	813
35.7%	18.8%	24.5%	14.9%	6.2%	64.3%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	821	469	57%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	32	33	65
Percent Not Promoted	7.9%	8.2%	7.9%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
821	89	119	104	62	374	45.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	236	146	180	58	341	961
% in One Sch.	61.55%	67.12%	68.33%	77.59%	69.79%	67.53%
% in Same Sch.	36.44%	39.04%	41.67%	44.83%	41.35%	40.06%

Clark Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	35	38
	No.	326	344
Reading Comprehension	%ile	43	44
	No.	325	344
Total Reading	**%ile**	**39**	**41**
	No.	325	344
Language Mechanics	%ile	48	41
	No.	324	344
Language Expression	%ile	28	31
	No.	325	344
Total Language	**%ile**	**35**	**35**
	No.	324	344
Math Computation	%ile	46	33
	No.	324	351
Math Concepts and Applications	%ile	46	53
	No.	324	350
Total Mathematics	**%ile**	**47**	**42**
	No.	324	350
Total Battery	**%ile**	**40**	**39**
	No.	314	338
Study Skills	%ile	41	30
	No.	324	350
Spelling	%ile	35	35
	No.	325	344
Science	%ile	45	60
	No.	323	350
Social Studies	%ile	48	39
	No.	325	350

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	39	42	42	46	43
7	Total Lang. Arts	35	33	32	N/A	N/A
7	Total Mathematics	47	50	45	46	45
8	Total Reading	41	42	46	44	39
8	Total Lang. Arts	35	36	39	46	52
8	Total Mathematics	42	43	43	41	42

Clark Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	229	23.6%	41.9%	34.5%	37	42*
	Lang. Arts	229	36.2%**	40.2%	23.6%	43	39*
	Math	226	27.4%	45.6%	27.0%	50	50
8	Reading	261	19.5	52.5	28.0	42	44
	Lang. Arts	262	26.0	46.9	27.1	36	37
	Math	267	38.6	46.8	14.6	51	44*

Table 188

Goldenview Middle School Overview

Statement of Program

Goldenview Middle School will serve grades seven and eight. Goldenview will be developing their specific vision, mission statement, goal priorities, and model of delivery during the Spring, Summer, and Fall of 1997. Expectations are that the school will be committed to providing students in the attendance area with the basic middle level curriculum, including math, science, language arts, social studies, physical education, and elective offerings - both traditional and middle school alternative in scope. Services for gifted special education students will be provided. Likewise, the expectations for the middle school delivery model will center around common middle school components of teaming, exploration, flexible scheduling, attention to the developmental needs of middle school students, and transitioning between division levels.

SCHOOL GOALS

Goal	**Level of Achievement**
Improve spelling.	Partially Attained
Computer technology will be an integral part of the academic curriculum.	Attained
Students, parents, and the community will feel welcomed, informed, and involved.	Attained

BUDGET*

1996-97 Expenditures	$21,584
1997-98 Budgeted Amount	$3,573,689
1998-99 Adopted Budget	$3,514,043

*Dollars budgeted or expended are general fund only.

Goldenview Middle School Overview

School Report Card Statement

Goldenview Middle School **Connie Bensler**

Goldenview Middle School had a great first year. Our goals were very basic; open the building, meet the students, build the teams and successfully provide a year of education for them. We did all that and much, much more. Over and over, I received positive feedback from students, staff and especially parents who were happy with their children's year at Goldenview.

We will probably change one of our goals, the one dealing with technology, to reflect a direction we are going. That direction is to create the baseline description of what we want each student to know when they leave Goldenview at the end of their eighth grade school year. Another new goal will be to foster and encourage recreational reading among our students. Our school will have grown in population so our teams will also have grown in numbers. As we become bigger we don't want to lose our close networking relationship that has developed between the staff and beyond to the community this year. We will be working hard to keep the open and welcoming atmosphere that has been created this first year.

Goldenview Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
757	72%	74	147	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
706.3	754.1	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	0	21	4
Mathematics	1	16	9
Science	0	14	11
Social Studies	0	15	10

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	3.0
Classroom Teachers	46.0	Bilingual Tutor	.45
Librarians	2.0	Clerical Support Staff	6.0
Special Education Teachers	5.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed.

Goldenview Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
644 85.5%	21 2.8%	45 6.0%	23 3.1%	20 2.7%	109 14.5%	753

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	757	55	7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	15	9	24
Percent Not Promoted	3.5%	2.8%	3.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
757	66	42	18	19	145	19.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	47	24	23	20	691	805
% in One Sch.	85.11%	87.50%	73.91%	85.00%	88.57%	87.83%
% in Same Sch.		Goldenview	is a new	school.		

Goldenview Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	73	76
	No.	407	308
Reading Comprehension	%ile	79	77
	No.	406	308
Total Reading	**%ile**	**78**	**79**
	No.	406	308
Language Mechanics	%ile	78	75
	No.	405	308
Language Expression	%ile	71	67
	No.	406	308
Total Language	**%ile**	**76**	**72**
	No.	405	308
Math Computation	%ile	72	62
	No.	404	309
Math Concepts and Applications	%ile	79	84
	No.	405	309
Total Mathematics	**%ile**	**77**	**75**
	No.	404	309
Total Battery	**%ile**	**80**	**78**
	No.	399	307
Study Skills	%ile	70	64
	No.	405	308
Spelling	%ile	61	56
	No.	406	308
Science	%ile	77	87
	No.	405	308
Social Studies	%ile	76	78
	No.	405	308

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	78				
7	Total Lang. Arts	73	New	School	N/A	
7	Total Mathematics	77				
8	Total Reading	79				
8	Total Lang. Arts	72	New	School	N/A	
8	Total Mathematics	75				

Goldenview Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	276	22.8%	39.1%	38.0%	73	78*
	Lang. Arts	276	29.1%	46.5%	24.4%	78	76
	Math	276	33.3%	47.8%	18.8%	82	78*
8	Reading	273	24.9%	45.1%	30.0%	79	80
	Lang. Arts	273	30.0%	47.6%	22.3%	76	73
	Math	274	32.5%	46.0%	21.5%	77	75*

Table 189

Gruening Middle School Overview

Statement of Program

Ernest Gruening Middle School will provide its 7th and 8th grade students instruction in language arts, social studies, math, science, health and physical education. Options for involvement in remedial and enriched course work are provided in language arts, math and science; exploratory opportunities in computers, music, industrial arts, arts and crafts and foreign language are also provided. Development of basic skills in traditional academic areas is stressed. Students will be provided opportunities to increase their awareness of career and leisure time activities. A full range of junior high club, intramural and interscholastic activities are made available to students on an extracurricular basis.

In addition to the standard program, the school will develop unit level plans to improve instruction and achievement in all basic skills areas. Computer assisted instruction will be incorporated into each curricular area. Development of positive student attitude, self-worth, and behavior will be a major focus toward improved school climate. Articulation with the feeder elementary schools and the high school will be emphasized as will increased communication with the parents and the community. A parent volunteer program will provide assistance in curricular and co-curricular areas.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling performance of 7th and 8th grade students.	Partially Attained
Continue to implement safe school practices.	Attained
Increase awareness and appreciation of diverse cultures and individual differences.	Attained

BUDGET*

1996-97 Expenditures	$4,402,370
1997-98 Budgeted Amount	$2,879,996
1998-99 Adopted Budget	$2,863,838

*Dollars budgeted or expended are general fund only.

Gruening Middle School Overview

School Report Card Statement

Gruening Middle School **Georgia Taton**

The final results of the 97-98 School Report Card will be presented during in-service to the staff and to the parents during open house. The staff will be provided time during the Fall ('98) in-service to discuss the results, recommendations for modification of/or new goals that possibly need to be established for the SY 98-99 based on data collected, survey results and the SY 97-98 Report Card. Parent and student representatives will be invited and encouraged to be part of the process.

The seventh grade teachers plus support staff were trained in September, 1997 in using R.C.C.P. They were provided with tools to assist them in incorporating these skills into their daily routine. The results were extremely positive for the classroom and the building overall. This is evident by the decline in the number of classroom referrals to the office and the building suspension report for the school year. The staff also supported and encouraged their students to use the Youth Court/Young Ambassadors program that was developed and implemented for the first time at GMS. Because of the success building wide in student behavior and attitude plus the information provided by parent, student and staff surveys the training will also be provided during SY 98-99 to the eighth grade teachers and remaining support staff.

The results of the planning during the past school year for the reduction of staff and students at Gruening with a second middle school coming on line also assisted in setting the tone of the building. The staff and students ended the school year with the same upbeat and positive attitude that they started the school year with. It was obvious that it was important to students and staff that good behavior and grades were their number one objectives. The number of students that received recognition increased each quarter which was not the norm in the past. Students were proud of their accomplishments and parent participation at school recognition programs increased. It was "cool" to do well.

Gruening Middle School's eighth grade academic core team of Janet Clarke, Steve Ex, Nancy Morris and Mary Richards-Fort were recognized nationally for their interdisciplinary unit on "Stereo Types". The MathCounts team under the instruction of Nancy Morris won first place at State. The staff were also the recipients of grants in the areas of science, inclusion, conflict resolution and computers. The students also were recipients of many academic and athletic awards. The eighth grade students in science increased their CAT's scores 13 percentile points demonstrating a building average of 84 percentile. Overall the eighth grade students had a total battery of 71 percentile and the seventh grade students total battery was 68 percentile. With the changes in the building, new complexity of academic core teams, and a continued strong emphasis on discipline Gruening Middle School once again lived and modeled their motto of "Team Spirit".

Gruening Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
600	71%	74	92	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
560.2	599.3	93.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	0	13	7
Mathematics	0	14	4
Science	0	21	7
Social Studies	0	10	10

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	28.0	Bilingual Tutor	.19
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	5.5	Custodians	6.0
Gifted Teachers	.8		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Migrant Ed., Special Ed. Intensive Service Site

Gruening Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
518	13	37	11	21	82	600
86.3%	2.2%	6.2%	1.8%	3.5%	13.7%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	600	46	7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	3	2	5
Percent Not Promoted	1.0%	.7%	.8%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
600	58	31	21	11	121	20.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	45	11	15	22	551	644
% in One Sch.	66.67%	100.00%	73.33%	95.45%	88.20%	86.80%
% in Same Sch.	37.78%	54.55%	53.33%	54.55%	40.47%	41.30%

Gruening Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	66	70
	No.	292	275
Reading Comprehension	%ile	71	68
	No.	293	275
Total Reading	**%ile**	**70**	**71**
	No.	292	275
Language Mechanics	%ile	70	66
	No.	296	276
Language Expression	%ile	57	61
	No.	296	276
Total Language	**%ile**	**63**	**64**
	No.	296	276
Math Computation	%ile	60	57
	No.	293	276
Math Concepts and Applications	%ile	73	80
	No.	293	276
Total Mathematics	**%ile**	**68**	**70**
	No.	293	276
Total Battery	**%ile**	**68**	**71**
	No.	290	274
Study Skills	%ile	65	58
	No.	294	274
Spelling	%ile	55	50
	No.	296	276
Science	%ile	71	84
	No.	297	276
Social Studies	%ile	75	75
	No.	293	276

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	70	71	73	62	59
7	Total Lang. Arts	63	66	64	N/A	N/A
7	Total Mathematics	68	72	68	65	67
8	Total Reading	71	72	73	66	62
8	Total Lang. Arts	64	60	60	72	68
8	Total Mathematics	70	70	65	64	67

Gruening Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	238	22.3%	47.5%	30.3%	68	72*
	Lang. Arts	241	43.6%	43.6%	12.9%	75	64*
	Math	238	42.0%	39.9%	18.1%	76	69*
8	Reading	229	22.7	59.8	17.5	72	71
	Lang. Arts	230	37.8	45.2	17.0	70	64*
	Math	233	30.0	49.4	20.6	73	71

* Indicates Significant Difference in Means at .05 level.

Table 190

Hanshew Middle School Overview

Statement of Program

(Hanshew)

We believe each student is a valued individual with unique physical, social, emotional and intellectual needs. Because all children learn, achieve, and succeed in different ways, the staff of Hanshew Middle School advocates high expectations and is dedicated to providing a supportive and challenging learning environment. Opportunities for success will be provided through instruction and experience in core subjects, physical education, and electives as well as higher level thinking skills, problem solving, wellness, self-control and responsible behavior.

Although desire to learn begins with self, we believe that educating children is a shared responsibility where everyone is actively engaged in learning. Our school is a place where everyone is actively engaged in learning. Our school is a place where positive relations and mutual respect among students, staff, parents and the community create and maintain a healthy nurturing and vital learning environment which supports and develops the human worth and dignity in each of us.

Students will encounter a future with unique opportunities and challenges as they live and work in a rapidly changing, complex society. Our goal is to prepare lifelong learners, who will become literate, self-disciplined, independent and confident individuals who take pride in themselves, communicate effectively and who make positive contributions to society.

SCHOOL GOALS

Goal	Level of Achievement
Use a school-wide integrated study skills program.	Attained
Implement and integrate technology school-wide.	Partially Attained
Develop personal and social responsibility.	Partially Attained
Increase spelling skills.	Partially Attained

BUDGET*

1996-97 Expenditures	$5,504,107
1997-98 Budgeted Amount	$4,018,125
1998-99 Adopted Budget	$3,935,847

*Dollars budgeted or expended are general fund only.

Hanshew Middle School Overview

School Report Card Statement

Hanshew Middle School **Sherry Ellers**

This year has been a transition year for Hanshew Middle School. With the opening of two new middle schools, Hanshew's boundaries were changed. That boundary change was reflected in our student population. This current year our numbers in the bilingual, Indian Ed. and migrant ed categories increased significantly. As a result of that increase, we added a full time bilingual teacher and a part time migrant ed tutor.

Our parent population has also changed from past years. The number of visible parents in and around our school decreased drastically, even though the opportunities to be involved are still present. Parent involvement which we do have is still very positive. It is more the change in the family make-ups which probably accounts for the decrease in visible parents. More working parents and one parent families have played a part in limiting availability at school.

Harassment issues and conflict resolution continue to be two big areas of concern. Some initial steps have been started this year in dealing with these concerns on a school-wide basis, but more needs to be done in this area.

We have continued to work on our technology goals. This year we have increased to two full time computer labs up and running. The technology grant was used to increase training opportunities for the staff which in turn has been reflected in more curriculum integration.

In summary, this has been a very good year. Fourteen of our staff retired at the end of school, so next year will be another new beginning. We look forward to better serving our diverse population and increasing our parent involvement with our school.

Hanshew Middle School Characteristics

SCHOOL MEMBERSHIP

September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
875	83%	122	82	74

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
793.5	859.8	92.3%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
English	0	23	6
Mathematics	1	21	8
Science	0	23	11
Social Studies	0	24	5

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	.75
Classroom Teachers	41.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	7.6	Clerical Support Staff	6.0
Bilingual Teacher	6.5	Custodians	6.0
Gifted Teachers	.2		
Counselors	4.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

Hanshew Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
625 71.8%	45 5.2%	89 10.2%	79 9.1%	33 3.8%	246 28.2%	871

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	875	132	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	0	0	0
Percent Not Promoted	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
875	87	85	67	48	287	32.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	118	89	53	38	673	971
% in One Sch.	59.32%	83.15%	66.04%	76.32%	81.87%	78.17%
% in Same Sch.	18.64%	29.21%	20.75%	28.95%	32.39%	29.66%

Hanshew Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	55	59
	No.	440	361
Reading Comprehension	%ile	61	60
	No.	440	360
Total Reading	**%ile**	**59**	**61**
	No.	440	359
Language Mechanics	%ile	60	63
	No.	435	349
Language Expression	%ile	52	56
	No.	434	349
Total Language	**%ile**	**56**	**60**
	No.	434	348
Math Computation	%ile	60	45
	No.	434	352
Math Concepts and Applications	%ile	66	73
	No.	434	350
Total Mathematics	**%ile**	**64**	**60**
	No.	434	350
Total Battery	**%ile**	**60**	**63**
	No.	411	326
Study Skills	%ile	56	48
	No.	440	362
Spelling	%ile	41	43
	No.	438	350
Science	%ile	64	77
	No.	438	350
Social Studies	%ile	70	64
	No.	434	351

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	59	69	69	65	64
7	Total Lang. Arts	56	65	63	N/A	N/A
7	Total Mathematics	64	70	67	72	67
8	Total Reading	61	67	67	63	63
8	Total Lang. Arts	60	63	61	66	65
8	Total Mathematics	60	64	67	65	60

Hanshew Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	346	26.0%	46.2%	27.7%	60	60
	Lang. Arts	342	38.6%	39.8%	21.6%	66	60*
	Math	342	31.6%	45.0%	23.4%	68	66*
8	Reading	246	26.8%	43.9%	29.3%	65	64
	Lang. Arts	237	27.4%	42.2%	30.4%	63	63
	Math	241	33.2%	47.7%	19.1%	67	62*

* Indicates Significant Difference in Means at .05 level.

Table 191

Mears Middle School Overview

Statement of Program

Mears Middle School provides its 7th and 8th grade students with six instructional periods. All students are enrolled in five required academic courses and one elective course. Options for involvement in remedial and gifted course work are provided in language arts, science, and mathematics. Exploratory opportunities are provided in the areas of computers, arts/crafts, industrial arts, home economics, business, foreign language, and music.

Although development of basic skills in traditional academic areas is emphasized, students are encouraged and provided opportunities to increase their awareness of career and leisure time activities. Intramural, interscholastic, and club activities are available to all junior high students on an extracurricular basis.

Positive student decorum and daily attendance are stressed. Through these efforts communication with parents will increase.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve spelling and emphasize vocabulary development in subject areas.	Attained
Provide more opportunities to read in and outside the classroom.	Attained
Improve attendance and reduce truancies.	Partially Attained
Show greater respect for other students and their diversity.	Attained

BUDGET*	
1996-97 Expenditures	$3,961,327
1997-98 Budgeted Amount	$4,022,710
1998-99 Adopted Budget	$4,160,796

*Dollars budgeted or expended are general fund only.

Mears Middle School Overview

School Report Card Statement

Mears Middle School **Guy Okada**

This school year was a challenging but fulfilling year for Mears Middle School. Despite the district's attempts to re-configure the boundaries for attendance zones for middle school, the attendance at Mears increased by 100 students over the projected enrollment thus bringing Mears to over the building capacity. To accommodate the additional teachers which a middle school provides, two relocatables were added to the campus bringing the total to four. While the hallways seemed less crowded with two hundred fewer students, the addition of eight teachers stretched the utilization of classroom to the maximum. During period four, when all core teachers are teaching, content area classes were taught in the art room.

The first year as a middle school is always tumultuous. Students and staff adjusted to a new schedule which featured seven classes, longer elective classes on Tuesdays, Wednesdays, and Thursdays, and flexible or block scheduling during their core classes. Bells were eliminated which created a more relaxed environment. Eight grade science was increased to a year long class and eight graders spent a semester in health and a semester in P. E. Excel classes or the additional elective for students included study hall.

Teachers worked diligently to make the middle school teaming concept work well for their students. Teams were provided the majority of in-service time to work on their operating procedures. Teams maintained a daily log of their meetings and many more parent-teacher conferences were held this year than ever before. It was evident that bonding among teachers on a team occurred and there was s sense of camaraderie and mutual support which translated to better parent and student communication. The results of the annual student and parent survey demonstrated that there is greater satisfaction with the curriculum and delivery of instruction school wide.

The Mears Middle School Committee met monthly to review the progress of our middle school and to focus on areas of improvement. A critical issue the committee dealt with was the cumbersome bell schedule we used in our first year, and, by the end of the year, a new bell schedule was adopted and recommended to commence with the start of the 1998-99 school year. Other committees such as Technology Development and Positive School Climate met monthly and maintained their contribution to improving our school.

Five new school business partnerships were initiated this year with the creation of a new School-Business Partnership class. Parental involvement was again an important focus and over 300 parents were members of the P.T.S.A. A fundraising silent auction netted over $7,000 for technology. The presence of parents at school at different activities and in different capacities in support of the staff provides a good balance.

For the third year in a row, standardized test scores continued to improve as did the daily attendance rate. School goals reflected the district's goals and spelling and reading improvement were incorporated into our efforts.

Mears Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,034	102%	137	148	79

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
947.5	1,021.9	92.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	27	6
Mathematics	0	23	11
Science	0	20	21
Social Studies	0	20	14

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	6.375
Classroom Teachers	47.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	9.5	Clerical Support Staff	7.0
Bilingual Teachers	1.0	Custodians	6.0
Gifted Teachers	.2		
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Mears Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
724	44	107	113	43	302	1026
70.6%	4.3%	9.9%	11.0%	4.2%	29.4%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	1,034	143	13%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	0	1	1
Percent Not Promoted	0%	.2%	.1%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,034	68	65	67	35	235	22.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	122	118	48	49	787	1,124
% in One Sch.	68.03%	93.22%	85.42%	73.47%	85.01%	83.54%
% in Same Sch.	31.97%	39.83%	43.75%	40.82%	42.82%	41.28%

Mears Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	64	63
	No.	491	457
Reading Comprehension	%ile	64	66
	No.	489	458
Total Reading	**%ile**	**65**	**67**
	No.	489	457
Language Mechanics	%ile	72	69
	No.	491	458
Language Expression	%ile	60	60
	No.	491	458
Total Language	**%ile**	**67**	**65**
	No.	491	458
Math Computation	%ile	73	62
	No.	488	458
Math Concepts and Applications	%ile	69	77
	No.	488	457
Total Mathematics	**%ile**	**73**	**70**
	No.	488	457
Total Battery	**%ile**	**70**	**69**
	No.	486	456
Study Skills	%ile	62	58
	No.	489	455
Spelling	%ile	53	51
	No.	491	458
Science	%ile	69	84
	No.	489	456
Social Studies	%ile	68	68
	No.	488	456

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	65	63	64	59	60
7	Total Lang. Arts	67	60	57	N/A	N/A
7	Total Mathematics	73	69	67	58	61
8	Total Reading	67	65	60	60	59
8	Total Lang. Arts	65	61	51	63	58
8	Total Mathematics	70	71	63	61	60

Mears Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	325	23.4%	47.4%	29.2%	67	67
	Lang. Arts	327	32.4%	39.8%	27.8%	72	69*
	Math	325	29.2%	47.4%	23.4%	76	75
8	Reading	396	30.3%	44.4%	25.3%	68	67
	Lang. Arts	396	28.0%	45.2%	26.8%	66	66
	Math	394	30.7%	48.7%	20.6%	74	71*

* Indicates Significant Difference in Means at .05 level.

Table 192

Romig Middle School Overview

Statement of Program

Romig

All programs at Romig Middle School are designed to teach students fundamental skills as well as provide exploratory activities that are relevant to the expectancies of life and career planning. Students receive instruction in reading, language arts, mathematics, social studies, science, health, and physical education and are provided opportunities for remediation and enrichment in those areas. Enrichment and acceleration in gifted classes are provided in language arts, science, and mathematics. At seventh grade, exploratory classes are offered in computers, art, home economics, and several alternative electives such as creative writing, science as art, multicultural literature, SAT preparation, and other electives of student interest. Romig has also instituted a school-wide reading program, an incentive program that encourages students to read more. Romig's technology capability has drastically expanded over the past five years. The new science addition has some of the latest computer equipment and supplies. There are three computer labs in the school for student use. Teachers have received extensive training in the use of the technology in the classroom.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading.	Partially Attained
Increase the spelling and vocabulary CAT percentiles by 3 percentiles.	Partially Attained
Improve overall academic performances.	Attained
Involve parents, guardians, and school-business partners in the education of students.	Attained

BUDGET*

1996-97 Expenditures	$2,703,697
1997-98 Budgeted Amount	$3,526,727
1998-99 Adopted Budget	$3,413,214

*Dollars budgeted or expended are general fund only.

Romig Middle School Overview

School Report Card Statement

Romig Middle School **Sophia Dawson**

Romig was reorganized as a middle school in the school year 1997-98. The planning that occurred in the spring of 1997 culminated the efforts of many staff and parents to implement a middle school model. Before the implementation, the staff had some experience with several components of a middle school such as teaming and flexible scheduling. In our first year as a middle school, growth was specifically noted in the collaborative relationships of teachers on the teams, in more effective strategies to address the needs of students, in more parental contact, and in more effective means of providing support and resources to teachers and students.

In staffing for a middle school, our teacher allocation increased by one-third with several beginning teachers. Many of our current teachers experienced teaming for the first time. Our efforts next school year will be to focus on the development of interdisciplinary projects and to facilitate teachers' understanding of the nuts and bolts of an effective middle school. The staff will continue to improve team collaboration and to examine various flexible schedules to increase instructional time.

Romig also expanded services for highly gifted students. Students form several other middle schools were attracted to the program. A parent group of highly gifted students advocated at the district level for a more challenging curricula for this low incidence population. The parent group met with central administrators for the past two years. Teachers and administrators were involved in providing classes and services to meet the needs of this special population. The uniqueness of this school has attracted students to various programs. We have additional resources not available to other middle schools. For example, Romig is connected to West High School. Both schools are housed in one complex. We share a large library and our students are able to access classes and other resources at West High School. Our new science facility and technology capability are excellent.

An after-school academic enrichment program was also established thsi year for students who failed a quarter of math, social studies, science, or language arts. This program began in the third quarter. Students who were subject to retention could earn back a quarter by completing the after-school program. The program was held two days a week for 1.5 hours a day. Students were expected to complete the program in nine weeks. The program reduces the number of students retained. The academic enrichment program will be continued next school year and will begin in the second quarter.

Romig Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
713	68%	106	53	104

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
629.2	691.3	91.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	22	3
Mathematics	4	8	13
Science	3	14	11
Social Studies	2	15	7

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	3.0
Classroom Teachers	34.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	8.0	Clerical Support Staff	6.0
Bilingual Teacher	2.0	Custodians	5.25
Gifted Teachers	.4		
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., School-Within-A-School

Romig Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
397	57	112	99	47	315	712
55.8%	8.0%	15.7%	13.9%	6.6%	44.2%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	713	181	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	0	0	0
Percent Not Promoted	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
713	110	130	68	47	355	49.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	139	113	72	56	450	830
% in One Sch.	51.08%	71.68%	61.11%	57.14%	74.44%	67.83%
% in Same Sch.	27.34%	30.97%	12.50%	28.57%	29.56%	27.83%

Romig Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	54	52
	No.	333	281
Reading Comprehension	%ile	59	57
	No.	333	281
Total Reading	**%ile**	**58**	**56**
	No.	333	281
Language Mechanics	%ile	64	61
	No.	336	281
Language Expression	%ile	52	52
	No.	331	280
Total Language	**%ile**	**58**	**57**
	No.	330	278
Math Computation	%ile	62	57
	No.	335	281
Math Concepts and Applications	%ile	61	69
	No.	335	280
Total Mathematics	**%ile**	**63**	**64**
	No.	335	280
Total Battery	**%ile**	**61**	**61**
	No.	329	277
Study Skills	%ile	60	43
	No.	333	278
Spelling	%ile	50	42
	No.	331	281
Science	%ile	63	77
	No.	334	278
Social Studies	%ile	64	55
	No.	333	278

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
7	Total Reading	58	57	57	50	59
7	Total Lang. Arts	58	58	51	N/A	N/A
7	Total Mathematics	63	59	61	53	57
8	Total Reading	56	56	54	55	58
8	Total Lang. Arts	57	55	49	62	61
8	Total Mathematics	64	62	59	56	58

Romig Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	243	28.0%	43.6%	28.4%	59	60
	Lang. Arts	243	37.9%	39.9%	22.2%	66	61*
	Math	249	26.9%	52.2%	20.9%	67	66
8	Reading	187	28.9	47.6	23.5	62	60
	Lang. Arts	185	27.0	46.5	26.5	61	61
	Math	190	22.1	47.9	30.0	64	68*

* Indicates Significant Difference in Means at .05 level.

Table 193

Wendler Middle School Overview

Statement of Program

Wendler provides instruction for grades seven and eight. Students are provided seven class opportunities a day, all incorporated into a flexible middle school schedule. Two elective opportunities are available. Wendler is committed to the middle school characteristics of teaming, interdisciplinary instruction, affective education, exploration, flexible scheduling, and transition efforts. Gifted and Special Education services are providing through a collaborative and individually grouped process, depending upon needs and individual educational plans.

SCHOOL GOALS

Goal	Level of Achievement
Increase emphasis on spelling across the curriculum.	Attained
Increase emphasis on Reading across the curriculum.	Attained
Increase emphasis on problem-solving across the curriculum.	Attained
To improve access to technology for students and staff.	Partially Attained

BUDGET*

1996-97 Expenditures	$4,510,243
1997-98 Budgeted Amount	$3,941,779
1998-99 Adopted Budget	$3,944,241

*Dollars budgeted or expended are general fund only.

Wendler Middle School Overview

School Report Card Statement

Wendler Middle School **Margo Bellamy**

The initial School Report Card Planning Committee, responsible for designing the goal areas for the year, consisted of the principal, assistant principal, two (2) PTSA representatives, six (6) parents from academic teams, nine (9) department Chairs, the Parent Volunteer Coordinator, the librarian, two (2) School Business Partners and four (4) members of the Student Team Council. From this group, committee chairs for each goal were assigned. Each goal committee needed to have at least one (1) parent and/or business partner on that committee.

The development of this year's School Report Card goals was more of a "shared responsibility" among the staff because it included the entire staff as well as interested parents and business partners. This is the first time, in my tenure at Wendler, that the entire staff was required to work on their choice of one of the four school goals. The success in attaining this year's School Report Card Goals can be attributed to the unique involvement format used, both in the initial planning stages and in the developmental stages involving the entire staff. Prior formats did not include the entire staff, only interested staff.

Much work is still needed to address our building technology needs. Despite our efforts, we are far behind in our ability to provide students with technological applications and experiences which will give them a firm and realistic foundation for using, accessing and processing information. Ninety percent of our students still do not have access to printers, e-mail or to the Internet. The library and the new sign-up computer lab have provided improved opportunities for students to use technology to enhance learning. Currently, the content and curriculum of the traditional computer program does not support our goal to use technology to support learning across the curriculum. Students need to learn basic computer skills but also need to have opportunities to apply these skills, in meaningful ways (using technology and technological applications), to enhance their learning, meet their personal needs, and prepare them for success as they enter high school. More work with the traditional curriculum and district assistance is needed in this area.

Wendler Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
947	98%	124	99	59

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
877.8	948.9	92.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	2	21	9
Mathematics	3	12	17
Science	0	17	20
Social Studies	0	14	16

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	45.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.5
Special Education Teachers	9.0	Clerical Support Staff	6.0
Bilingual Teachers	1.0	Custodians	5.5
Gifted Teachers	.2		
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Wendler Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
611	122	114	62	41	339	950
64.3%	12.8%	12.0%	6.5%	4.3%	35.7%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	947	229	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	0	0	0
Percent Not Promoted	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
947	69	76	61	61	267	28.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	142	67	139	50	669	1,067
% in One Sch.	60.56%	80.60%	76.26%	78.00%	83.41%	79.01%
% in Same Sch.	23.24%	46.27%	38.13%	46.00%	36.62%	36.08%

Wendler Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		**GRADE**	
		7	**8**
Reading Vocabulary	%ile	58	59
	No.	461	455
Reading Comprehension	%ile	64	63
	No.	463	455
Total Reading	**%ile**	**62**	**62**
	No.	461	455
Language Mechanics	%ile	66	62
	No.	460	455
Language Expression	%ile	55	56
	No.	460	455
Total Language	**%ile**	**61**	**60**
	No.	460	455
Math Computation	%ile	58	53
	No.	462	454
Math Concepts and Applications	%ile	62	74
	No.	460	454
Total Mathematics	**%ile**	**61**	**64**
	No.	460	453
Total Battery	**%ile**	**63**	**64**
	No.	449	447
Study Skills	%ile	55	49
	No.	460	455
Spelling	%ile	46	50
	No.	464	453
Science	%ile	64	77
	No.	462	455
Social Studies	%ile	66	65
	No.	459	455

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	**Area**	**97-98**	**96-97**	**95-96**	**94-95**	**93-94**
7	Total Reading	62	63	63	57	58
7	Total Lang. Arts	61	64	56	N/A	N/A
7	Total Mathematics	61	63	62	57	59
8	Total Reading	62	59	62	58	52
8	Total Lang. Arts	60	55	52	61	63
8	Total Mathematics	64	63	62	58	60

Wendler Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	340	20.6%	42.9%	36.5%	61	67*
	Lang. Arts	342	26.9%	45.3%	27.8%	66	65
	Math	340	30.0%	46.8%	23.2%	68	65*
8	Reading	359	29.5	45.7	24.8	67	64*
	Lang. Arts	361	36.3	46.8	16.9	68	61*
	Math	361	33.8	47.9	18.3	68	65*

* Indicates Significant Difference in Means at .05 level.

Table 194

Bartlett High School Overview

Statement of Program

The **Bartlett** High School staff is committed to the total growth of the student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world community.

As a staff, we recognize that students differ and we attempt to provide programs which afford every individual an equal opportunity to an education tailored to his/her needs. The school bears the responsibility of fostering an atmosphere wherein the student is challenged to strive for excellence. Recognizing the student's basic dignity and worth, we attempt to supply each student with the physical and mental experiences and skills for gathering knowledge, solving problems, thinking critically, communicating and developing and clarifying values.

SCHOOL GOALS

Goal	Level of Achievement
Improve student technology/computer skills and workplace attitudes.	Partially Attained
To increase parent and community involvement.	Attained
Improve student's academic survival skills in the core areas of mathematics, reading, writing and spelling.	Partially Attained
To increase the active roles in decision making efforts by various departments.	Partially Attained
Develop opportunities for students to match career paths in relation to individual goals.	Attained

BUDGET*

1996-97 Expenditures	$6,395,058
1997-98 Budgeted Amount	$6,711,896
1998-99 Adopted Budget	$7,098,327

*Dollars budgeted or expended are general fund only.

Bartlett High School Overview

School Report Card Statement

Bartlett High School **Lewis Sears**

Bartlett is a comprehensive high school offering grades nine through twelve. It serves a student population representing all ethnic backgrounds. Our fundamental focus is to provide an environment in which every student can learn and achieve their highest growth potential through a quality instructional program.

It should be noted that our students continue to receive almost a million dollars in scholarships. These awards come from community organizations, businesses, school groups, trade schools, colleges, and universities.

We are currently into our Northwest Accreditation process using the new model which calls for more input and decision making from all stakeholders. This process has aligned closely with the Strategic Planning Project. This year, we have collaboratively looked at students with the proverbial microscope to determine where our instructional target areas for the next three to five years will be. We have also drafted a comprehensive mission statement and developed our belief statements. Next fall we will draft our School Improvement Plan to implement for the next five years. We are focusing on the Goals 2000 and involving our community in the process. Our School Improvement Leadership Team is comprised of staff, students, parents, non-parent community members, and administrators. They are to be commended for their meaningful input and recommendations. This team is very committed to excellence for the Bartlett students.

Two major surveys were administered this year- the teacher evaluation input surveys and the report card surveys. Both were valuable in preparing this report. Several informal surveys were administered as part of the Northwest Accreditation process and were also used for preparing this report.

Bartlett High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,793	77%	190	2	112

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,548.3	1,714.8	90.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	5	23	30
Mathematics	0	27	21
Science	1	24	22
Social Studies	4	30	19

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	9.3125
Classroom Teachers	61.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	13.0
Special Education Teachers	13.8	Custodians	11.0
Bilingual Teacher	1.0		
Gifted Teachers	4.0		
Counselors	4.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Bartlett High School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1078	294	171	145	86	696	1,774
60.8%	16.6%	9.6%	8.2%	4.9%	39.2%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	216	168	350	111	1211	2,056
Final Dropouts	30	13	24	14	86	167
Percent Dropouts	13.89%	7.74%	6.86%	12.61%	7.10%	8.12%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,793	240	402	91	87	820	45.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	216	168	350	111	1,211	2,056
% in One Sch.	51.39%	66.67%	66.57%	54.05%	73.49%	68.39%
% in Same Sch.	39.35%	39.29%	45.71%	44.14%	53.34%	48.93%

Bartlett High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	**10**	**11**
Reading Vocabulary	%ile	49	55	47
	No.	454	407	299
Reading Comprehension	%ile	56	62	56
	No.	453	406	300
Total Reading	**%ile**	**54**	**60**	**52**
	No.	453	406	299
Language Mechanics	%ile	54	54	50
	No.	457	414	300
Language Expression	%ile	53	51	47
	No.	457	414	302
Total Language	**%ile**	**53**	**53**	**48**
	No.	457	414	300
Math Computation	%ile	59	56	52
	No.	456	414	299
Math Concepts and Applications	%ile	66	67	60
	No.	456	413	299
Total Mathematics	**%ile**	**63**	**62**	**57**
	No.	455	413	299
Total Battery	**%ile**	**60**	**60**	**53**
	No.	450	405	296
Study Skills	%ile	53	50	50
	No.	455	412	299
Spelling	%ile	48	50	47
	No.	458	413	302
Science	%ile	61	66	51
	No.	456	412	299
Social Studies	%ile	62	63	55
	No.	455	412	299

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	52	52	54	55	55
11	Total Lang. Arts	48	48	50	N/A	N/A
11	Total Mathematics	57	56	51	52	55

Bartlett High School
Achievement Profile

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
		SAT/ACT				
	No. Graduates	270	253	263	298	287
SAT	Percent Tested	43.0%	47.8%	49.4%	43.6%	57.8%
	Verbal	522	506	512	451	419
	Math	510	492	499	505	453
ACT	Percent Tested	20.7%	22.9%	25.1%	26.8%	30.7%
	English	21.9	21.8	22.0	21.4	20.8
	Math	22.1	22.4	21.3	21.2	20.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	**9th**	**10th**	**11th**	**12th**
Language Arts	0.81	0.78	0.93	0.91
Mathematics	0.78	0.75	0.58	0.31
Science	0.80	0.77	0.58	0.34
Social Studies	0.80	0.83	0.56	0.80
Others	1.79	1.91	2.18	2.22
Total	4.98	5.04	4.83	4.58

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	370	29.2%	48.4%	22.4%	60	57
	Lang. Arts	371	26.7%	43.4%	29.9%	55	56
	Math	370	20.0%	46.5%	33.5%	61	611
10	Reading	306	21.6%	47.4%	31.0%	60	63
	Lang. Arts	309	29.1%	45.3%	25.6%	57	56
	Math	307	28.7%	50.2%	21.2%	67	66
11	Reading	224	32.6%	45.1%	23.3%	59	55*
	Lang. Arts	230	32.2%	49.6%	18.3%	54	50*
	Math	229	37.6%	39.7%	22.7%	62	58*

* Indicates Significant Difference in Means at .05 level.

Table 195

Chugiak High School Overview

Statement of Program

The staff at **Chugiak High School** is dedicated to the improvement of instruction and achievement for students in grades nine through twelve. Emphasis is placed on community service, increasing parent volunteers, and mastery of basic skills. Chugiak High offers students choices of team or block classes and the ability to earn credit during our networking lunches.

SCHOOL GOALS

Goal	Level of Achievement
Encourage leadership skills, group cooperation, citizenship, school and community involvement.	Attained
Promote mastery in the area of language arts specifically with a focus on reading and spelling.	Attained
Provide recognition of the personal nature of the students' environment and its effect on the learning process.	Partially Attained
Practice inter-disciplinary activities among subject.	Attained

BUDGET*

1996-97 Expenditures	$7,050,034
1997-98 Budgeted Amount	$7,314,096
1998-99 Adopted Budget	$7,216,460

*Dollars budgeted or expended are general fund only.

Chugiak High School Overview

School Report Card Statement

Chugiak High School **Janet Christensen**

This has been another year of achievements at Chugiak High School. We were able to successfully attain all but one of our goals this year and that one was partially attained. We have continued to implement our seven period day schedule with the possibility of expanding our schedule to additional hours to provide increased flexibility for our students and staff.

Improving Chugiak's reading and spelling scores was a major thrust of the school this year. Department chairs were asked to help develop methods and strategies for raising students' scores in reading and spelling. Inservice training was provided at the beginning of the year to assist staff in meeting that goal. Chugiak was able to successfully improve its reading and spelling scores. This will continue to be an on going goal for Chugiak High School.

Seventy-two (72) of Chugiak's seniors completed voluntary community service projects this year. This was a substantial increase in the number of students participating in this program. The community service project has become an expectation at Chugiak, even though it is not required, as a way in which graduating seniors can give something back to the community.

Chugiak's school to career committee received grant money to hire a coordinator, held a very successful career day, and implemented the gateway to careers class at Chugiak. The grant will continue for the next school year. Two new school business partnerships were established this year through the school to career committee.

Chugiak's restructuring efforts have been expanded to examine new models for delivery of services with the prospect of a major remodel of the school. Staff members, students, and parents are working with the school district and architects to implement the new high school educational specifications in the school remodeling project.

This year Chugiak won state competition in the Mock Trial and Science Olympiad competitions. This is for the second year in a row!

Chugiak High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
2,019	122%	220	14	28

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
1836.9	1975.5	93.0%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
English	0	36	32
Mathematics	3	38	19
Science	1	35	17
Social Studies	0	24	36

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	4.5
Classroom Teachers	69.0	Clerical Support Staff	11.0
Librarians	1.0	Custodians	9.0
Special Education Teachers	11.5		
Bilingual Teachers	.6		
Counselors	4.0		
Nurses	1.0		

Special Programs:

Chugiak High School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1759	55	106	54	49	264	2023
87.0%	2.7%	5.2%	2.7%	2.4%	13.1%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	117	55	60	56	1,860	2,148
Final Dropouts	12	2	6	1	100	121
Percent Dropouts	10.26%	3.64%	10.00%	1.79%	5.38%	5.63%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,019	158	248	33	22	461	22.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	117	55	60	56	1,860	2,148
% in One Sch.	74.36%	89.09%	81.67%	83.93%	84.57%	84.03%
% in Same Sch.	53.85%	65.45%	60.00%	57.14%	64.52%	63.64%

Chugiak High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	**10**	**11**
Reading Vocabulary	%ile	58	67	67
	No.	485	482	453
Reading Comprehension	%ile	72	73	70
	No.	485	482	454
Total Reading	**%ile**	**68**	**72**	**70**
	No.	485	482	483
Language Mechanics	%ile	61	63	62
	No.	486	482	456
Language Expression	%ile	65	65	60
	No.	486	482	456
Total Language	**%ile**	**64**	**65**	**60**
	No.	486	482	456
Math Computation	%ile	67	64	64
	No.	485	482	455
Math Concepts and Applications	%ile	78	78	74
	No.	486	482	456
Total Mathematics	**%ile**	**74**	**72**	**71**
	No.	485	482	455
Total Battery	**%ile**	**72**	**73**	**70**
	No.	484	482	452
Study Skills	%ile	67	62	60
	No.	486	482	456
Spelling	%ile	52	56	48
	No.	486	482	456
Science	%ile	73	74	65
	No.	486	482	453
Social Studies	%ile	72	72	67
	No.	486	482	453

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	70	64	66	66	62
11	Total Lang. Arts	60	57	59	N/A	N/A
11	Total Mathematics	71	69	69	67	64

Chugiak High School
Achievement Profile

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	372	253	263	298	314
SAT	Percent Tested	67.7%	47.8%	49.4%	43.6%	58.6%
	Verbal	519	506	515	451	440
	Math	531	492	499	505	475
ACT	Percent Tested	31.7%	22.9%	25.1%	26.8%	26.8%
	English	22.8	21.8	22.2	21.4	22.5
	Math	25.0	22.4	21.3	21.2	22.2

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.82	0.87	0.97	0.98
Mathematics	0.90	0.82	0.65	0.38
Science	0.85	0.83	0.62	0.38
Social Studies	0.79	0.89	0.58	0.90
Others	1.88	1.84	2.33	2.23
Total	5.24	5.26	5.15	4.87

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	371	32.1%	44.7%	23.2%	72	69
	Lang. Arts	373	20.1%	46.9%	33.0%	61	64
	Math	372	20.4%	44.1%	35.5%	71	76
10	Reading	418	22.0%	46.2%	31.8%	70	74*
	Lang. Arts	418	23.9%	46.9%	29.2%	63	66
	Math	417	24.0%	54.4%	21.6%	74	74
11	Reading	394	32.0%	48.5%	19.5%	75	71*
	Lang. Arts	398	38.9%	42.7%	18.3%	68	61*
	Math	397	32.2%	49.9%	17.9%	76	73*

* Indicates Significant Difference in Means at .05 level.

Table 196

Dimond High School Overview

Statement of Program

Dimond is a senior high school serving the southwest part of the Anchorage area plus students from Girdwood.

Dimond is a comprehensive high school which offers a comprehensive curriculum to prepare students for life after graduation. Students may be prepared for colleges and universities, vocational and trade schools, and/or other occupations in the community when they graduate. Basic graduation courses are required in English, social studies, science, mathematics, physical education, and personal finance. Elective areas include business education, art, music, foreign language, industrial arts, and home economics. Classes are also available for special education, bilingual, remedial, honors, and advanced placement students. Elective courses are available in the basic areas as well. In addition, a wide range of activities, including athletics, are available to students.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading comprehension and vocabulary CAT scores.	Attained
Improve spelling and technical vocabularies.	Attained
Actively participate in the ASD MOSAIC initiative.	Attained
Create a technology plan for Dimond High School.	Partially Attained

BUDGET*

1996-97 Expenditures	$7,305,874
1997-98 Budgeted Amount	$7,402,884
1998-99 Adopted Budget	$7,339,634

*Dollars budgeted or expended are general fund only.

Dimond High School Overview

School Report Card Statement

Dimond High School **Pat McDowell**

This has been a busy, productive year at Dimond High School. As school opened in the fall, the courtyards were all abloom with flowers and manicured lawns. Several teachers and students put much dedicated effort into creating these lovely spaces over the summer.

Parents were highly visible and welcomed throughout the school year at Dimond. Parents In Our Schools Days in November were well attended. Dimond boasted one of the highest parent attendance levels in the district! PTSA sponsored timely, interesting programs at regular monthly meetings during the year. PTSA meetings were open to staff and students as well as parents. Parents were also invited to attend monthly Coffee Connection meetings in the principal's office.

Dimond High School staff, students, and parents participated in community dialogue on high school planning - creating a vision for high schools of the future in Anchorage, where buildings are designed in response to program needs. This has led to much exciting discussion and the development of educational specifications. The DHS Ed. Spec. Design Team will continue to work over the summer to create a plan that will meet the unique needs of Dimond High into the future. The Dimond community is poised for change in the next few years, eager to look at new possibilities for instruction and facilities.

Many Dimond staff members and students had notable achievements this year. Ron Parker, Assistant Principal for Student Services, became the district Administrator of the Month in September. Bob Roses, mathematics teacher, was honored as the BP Teacher of the Year. Mr. Roses was also honored as the ASD high school Teacher of the Year. Other BP Teachers of Excellence from Dimond included Lin Hinderman and Susan Derrera. German teacher, Elizabeth Vischer was selected by a former student to share a GE Star Award. Technology teacher Brad Fleener was selected as the International Technology Educator of the Year. Safety/Security Officers Pete Jenkins and Vera Hart, along with Dean of Students, Dale Cope, were recognized by the Anchorage Council for Exceptional Children.

Dimond senior Bill Falsey was selected as a Presidential Scholar - one of only two from the state of Alaska. Jason Walther earned a perfect score of 1600 on his SAT exam this year. Other National Merit Scholars included Bill Falsey, Scott Kircher, Sean Tibor, Stephen Larson, Kathleen Pichon, and Nolan Walther. Senior Wilbur Hooks was a winner in the Wendy's High School Heisman Award Program. Many other students achieved Academic Stars and Letters during the year. Clearly, this was another year of outstanding academic effort and achievement at Dimond.

Dimond High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,109	97%	216	11	165

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,878.3	2,039.1	92.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	2	42	27
Mathematics	0	34	26
Science	2	40	14
Social Studies	3	30	28

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	8.75
Classroom Teachers	73.0	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	11.0
Special Education Teachers	15.5	Custodians	11.0
Bilingual Teachers	2.6		
Counselors	5.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Indian Ed., Special Ed. Intensive Service Site

Dimond High School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1568	88	135	209	87	519	2087
75.1%	4.2%	6.5%	10.0%	4.2%	24.9%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	163	236	106	100	1,709	2,314
Final Dropouts	14	8	4	4	109	139
Percent Dropouts	8.59%	3.39%	3.77%	4.00%	6.38%	6.01%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,109	156	332	115	88	691	32.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	163	236	106	100	1,709	2,314
% in One Sch.	61.35%	77.97%	71.70%	77.00%	78.82%	77.10%
% in Same Sch.	49.69%	55.93%	58.49%	58.00%	60.62%	59.16%

Dimond High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	58	58	52
	No.	480	467	423
Reading Comprehension	%ile	67	62	56
	No.	479	467	424
Total Reading	**%ile**	**65**	**62**	**54**
	No.	479	467	423
Language Mechanics	%ile	62	56	52
	No.	480	470	422
Language Expression	%ile	62	53	46
	No.	480	469	422
Total Language	**%ile**	**62**	**55**	**49**
	No.	480	469	421
Math Computation	%ile	68	63	60
	No.	479	468	424
Math Concepts and Applications	%ile	75	71	66
	No.	480	468	424
Total Mathematics	**%ile**	**73**	**68**	**64**
	No.	479	468	424
Total Battery	**%ile**	**70**	**64**	**57**
	No.	477	466	419
Study Skills	%ile	61	53	50
	No.	479	467	425
Spelling	%ile	53	51	46
	No.	479	469	422
Science	%ile	66	66	52
	No.	479	467	424
Social Studies	%ile	67	62	52
	No.	479	466	421

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	54	57	58	62	55
11	Total Lang. Arts	49	51	57	N/A	N/A
11	Total Mathematics	64	66	69	68	62

Dimond High School
Achievement Profile

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	408	388	382	338	367
SAT	Percent Tested	62.5%	58.5%	61.5%	64.2%	58.9%
	Verbal	502	530	526	442	435
	Math	523	546	534	501	487
ACT	Percent Tested	27.9%	30.4%	29.3%	23.3%	29.5%
	English	22.1	22.6	22.0	21.0	22.0
	Math	23.5	24.1	23.1	22.3	21.6

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	0.92	0.93	1.05	1.01
Mathematics	0.88	0.84	0.72	0.51
Science	0.91	0.83	0.64	0.41
Social Studies	0.89	0.89	0.56	0.98
Others	1.90	1.91	2.39	2.03
Total	5.51	5.40	5.37	4.93

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	366	30.6%	45.4%	24.0%	69	66
	Lang. Arts	367	27.0%	46.9%	26.2%	65	65
	Math	366	26.0%	50.5%	23.5%	75	74
10	Reading	382	28.3%	45.8%	25.9%	64	63
	Lang. Arts	384	32.3%	42.4%	25.3%	60	56*
	Math	383	31.1%	45.4%	23.5%	72	70
11	Reading	338	40.5%	42.3%	17.2%	67	57*
	Lang. Arts	338	38.2%	44.1%	17.8%	58	51*
	Math	339	34.5%	43.4%	22.1%	71	67*

* Indicates Significant Difference in Means at .05 level.

Table 197

East High School Overview

Statement of Program

East High School is a comprehensive high school serving students in grades 9-12. Students and teachers at East are served by a support system of academic specialists, academic alternatives, facility services, and a central administration.

The school offers a variety of educational opportunities structured within the requirements set by the Anchorage School District. East High has incorporated a philosophy of alternative education departments such as Bilingual courses and counseling, Career Center programs, Elitnaurvik Within East (EWE) Indian Education, Honors and advanced placement courses, School-Within-a-School (SWS), and academic alternatives through the Benny Benson SAVE and SEARCH programs. The school promotes excellence in both academic and vocational education within and outside the unit. There is also a variety of fine arts choices for all students. East High is dedicated to the maintenance and improvement of these existing programs.

SCHOOL GOALS

Goal	Level of Achievement
Improvement total reading scores by 3 percentile points.	Partially Attained
Demonstrate a 3 percentile increase in spelling.	Partially Attained
Increase minority parent involvement throughout the school.	Partially Attained

BUDGET*

1996-97 Expenditures	$7,266,392
1997-98 Budgeted Amount	$7,201,148
1998-99 Adopted Budget	$7,065,775

*Dollars budgeted or expended are general fund only.

East High School Overview

School Report Card Statement

East High School **Cynthia Davis-Jackson**

East High School enjoys one of the most diverse student bodies in the school district, with approximately 43% of its students being non-Caucasian. Within this, 43% of its students being represented by a myriad of cultures, over 36 languages were identified.

East High School identified three main areas for improvement this year. These goals were directly in line with the district's mission for life long learning. Our goals were to show a 3% increase in CAT test scores in total reading and spelling. This year our overall reading scores were 59% and spelling scores were 49%. Based on initial investigation, our scores appear to be showing a slight decline as opposed to the 3% increase we were working toward. We experienced an approximate 4% points lower in reading and 1% points down in spelling. However, we did remain constant in Language Arts at 52%. We will continue to work toward the successful completion or adjustment of our initial goals.

We exerted much effort this year to improving minority parent participation. We have seen a considerable increase in the number of minority parents attending conferences, parent meetings, sporting events, and volunteers throughout the year.

East High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,904	97%	228	9	224

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,666.0	1,814.8	91.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	11	36	20
Mathematics	6	36	13
Science	3	25	22
Social Studies	7	35	16

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	6.0
Classroom Teachers	61.0	Indian Education Tutor/Counselor	1
Librarians	1.0	Bilingual Tutor	2.0
Special Education Teachers	19.0	Clerical Support Staff	9.0
Bilingual Teachers	4.0	Custodians	11.0
Counselors	6.0		
Nurses	2.0		
Special Programs:			

East High School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1002	280	264	219	107	870	1872
53.5%	15.0%	14.1%	11.7%	5.7%	46.5%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	308	255	321	120	1,112	2,116
Final Dropouts	54	17	26	10	83	119
Percent Dropouts	17.53%	6.67%	8.10%	8.33%	7.46%	8.98%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,907	176	364	116	78	734	38.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	308	255	321	120	1,112	2,116
% in One Sch.	58.12%	74.12%	75.08%	72.50%	77.43%	73.58%
% in Same Sch.	46.10%	52.16%	62.31%	50.83%	58.72%	53.19%

East High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	41	49	51
	No.	446	422	355
Reading Comprehension	%ile	52	61	56
	No.	445	422	357
Total Reading	**%ile**	**49**	**56**	**54**
	No.	445	422	355
Language Mechanics	%ile	51	52	52
	No.	448	423	363
Language Expression	%ile	48	50	50
	No.	448	424	360
Total Language	**%ile**	**50**	**51**	**51**
	No.	448	423	360
Math Computation	%ile	58	52	55
	No.	445	423	363
Math Concepts and Applications	%ile	63	65	61
	No.	448	424	362
Total Mathematics	**%ile**	**61**	**58**	**60**
	No.	444	423	362
Total Battery	**%ile**	**55**	**57**	**57**
	No.	440	421	353
Study Skills	%ile	50	48	49
	No.	448	424	361
Spelling	%ile	46	50	50
	No.	447	423	359
Science	%ile	58	63	52
	No.	446	424	362
Social Studies	%ile	61	60	57
	No.	447	422	362

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	54	59	51	59	54
11	Total Lang. Arts	51	52	51	N/A	N/A
11	Total Mathematics	60	64	57	59	54

East High School
Achievement Profile

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	332	374	346	300	325
SAT	Percent Tested	56.3%	62.0%	55.8%	51.0%	46.5%
	Verbal	533	506	522	427	432
	Math	539	500	516	474	477
ACT	Percent Tested	15.1%	17.1%	19.9%	23.7%	16.3%
	English	23.3	21.3	21.8	20.3	21.0
	Math	24.0	23.1	21.3	20.1	21.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.88	0.91	0.95	0.94
Mathematics	0.78	0.74	0.64	0.37
Science	0.80	0.76	0.61	0.48
Social Studies	0.76	0.84	0.61	0.75
Others	1.75	1.66	2.13	2.12
Total	4.98	4.92	4.94	4.66

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	355	30.1%	49.9%	20.0%	55	51
	Lang. Arts	358	22.9%	50.0%	27.1%	51	52
	Math	354	15.5%	50.3%	34.2%	57	63
10	Reading	329	21.3%	49.5%	29.2%	58	60
	Lang. Arts	330	33.6%	40.9%	25.5%	56	55
	Math	330	31.8%	47.6%	20.6%	65	62*
11	Reading	304	38.2%	44.7%	17.1%	64	56*
	Lang. Arts	310	31.0%	53.5%	15.5%	60	53*
	Math	312	34.9%	49.4%	15.7%	68	61*

* Indicates Significant Difference in Means at .05 level.

Table 198

Service High School Overview

Statement of Program

Service High School provides a comprehensive instructional program to students in grades 9-12. It provides instruction from remedial levels through advanced placement college level courses. In addition, a variety of vocational education courses are offered. Besides the regular teaching staff, the school has a psychologist, a speech therapist, a nurse, a bilingual tutor, an Alaska Native tutor, a special education counselor, an Alaskan Native counselor and regular counselors.

It is the major Community School for the Hillside area.

The performing and visual arts programs are an integral part of both the curricular and extracurricular program. The extracurricular program is complete with equal opportunity for males and females.

The community is actively involved in the school's program.

SCHOOL GOALS

Goal	Level of Achievement
Increased achievement at each successive level in the core curriculum.	Attained
Increase ability to spell correctly, write effectively, and read accurately.	Partially Attained
Maintain, improve, and expand communication within the Service High School Community and with the community at large.	Attained
The learning environment at Service High School will be improved.	Partially Attained

BUDGET*

1996-97 Expenditures	$7,625,678
1997-98 Budgeted Amount	$8,037,131
1998-99 Adopted Budget	$7,789,441

*Dollars budgeted or expended are general fund only.

Service High School Overview

School Report Card Statement

Service High School **Marilyn Conaway**

Service High staff, parents, and students proposed, reviewed, and finalized school goals last fall. District requirements were incorporated. Meetings were held for each group: staff, parents, and students. A committee made up of representatives of each of these groups worked for a total of ten hours to combine and refine the proposed goals from these three groups. The goals which were set:

1. Service High School will show measurable success and increased achievement at each successive level in the core curriculum.

2. Increase students ability to spell correctly, write effectively, and read accurately.

3. Maintain, improve, and expand communication within the Service High School Community and with the community at large.

4. The learning environment at Service High School will be improved.

All goals have been totally or partially achieved.

Service High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,295	110%	144	24	63

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
2,076.0	2,237.6	92.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	49	28
Mathematics	3	36	29
Science	0	47	18
Social Studies	1	41	29

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	3.75
Classroom Teachers	78.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	12.0
Special Education Teachers	10.4	Custodians	11.0
Bilingual Teachers	1.0		
Counselors	6.0		
Nurses	1.0		
Special Programs: Bilingual Ed., Community School			

Service High School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1908	76	124	110	48	358	2,266
84.2%	3.4%	5.5%	4.9%	2.1%	15.8%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	151	118	93	56	2,083	2,501
Final Dropouts	15	4	6	6	66	97
Percent Dropouts	9.93%	3.39%	6.45%	10.71%	3.17%	3.88%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,295	174	256	141	53	624	27.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	151	118	93	56	2,083	2,501
% in One Sch.	67.55%	88.14%	61.29%	71.43%	83.25%	81.45%
% in Same Sch.	45.03%	62.71%	53.76%	53.57%	61.55%	60.14%

Service High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	61	68	63
	No.	552	535	436
Reading Comprehension	%ile	70	72	66
	No.	552	535	437
Total Reading	**%ile**	**68**	**72**	**65**
	No.	551	535	436
Language Mechanics	%ile	65	64	60
	No.	555	536	436
Language Expression	%ile	68	65	61
	No.	555	536	437
Total Language	**%ile**	**68**	**66**	**61**
	No.	555	536	436
Math Computation	%ile	68	72	70
	No.	555	535	435
Math Concepts and Applications	%ile	79	77	75
	No.	555	536	434
Total Mathematics	**%ile**	**75**	**75**	**75**
	No.	555	535	434
Total Battery	**%ile**	**74**	**75**	**70**
	No.	550	533	432
Study Skills	%ile	66	62	58
	No.	555	534	434
Spelling	%ile	58	57	54
	No.	555	536	437
Science	%ile	74	78	68
	No.	555	536	434
Social Studies	%ile	72	69	63
	No.	555	536	434

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	65	65	64	70	69
11	Total Lang. Arts	61	57	57	N/A	N/A
11	Total Mathematics	75	70	70	73	69

Service High School
Achievement Profile

SAT/ACT						
Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	456	448	491	430	416
SAT	Percent Tested	65.4%	64.1%	63.1%	63.5%	63.7%
	Verbal	543	538	546	465	453
	Math	551	545	553	520	505
ACT	Percent Tested	48.0%	43.1%	52.3%	52.6%	48.8%
	English	22.9	21.8	22.6	22.9	22.9
	Math	24.5	24.2	23.5	23.5	22.7

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0. 92	0.89	0.94	1.01
Mathematics	0.91	0.86	0.77	0.51
Science	0.90	0.85	0.70	0.50
Social Studies	0.94	0.88	0.62	0.93
Others	1.84	1.84	2.25	2.10
Total	5.51	5.32	5.28	5.05

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	440	34.1%	40.5%	25.5%	71	68
	Lang. Arts	441	26.1%	45.1%	28.8%	68	69
	Math	442	17.6%	41.0%	41.4%	68	75
10	Reading	463	26.1%	43.8%	30.0%	73	73
	Lang. Arts	464	31.3%	46.6%	22.2%	68	66
	Math	463	27.0%	49.0%	24.0%	76	75
11	Reading	364	37.4%	43.7%	19.0%	73	65*
	Lang. Arts	365	33.2%	46.6%	20.3%	65	60*
	Math	363	30.3%	44.9%	24.8%	77	75

* Indicates Significant Difference in Means at .05 level.

Table 199

West High School Overview

Statement of Program

All students at **West** will receive instruction in language arts, social studies, mathematics, science, physical education/health and personal finance. In addition, students will have opportunities to pursue interests in the elective areas of art, business, foreign language, home economics, industrial arts, ROTC and music. The program is designed to strengthen basic academic and nonacademic skills and provide opportunities for in-depth development of academic and nonacademic areas of study related to both college entry and career entry needs. A full high school club, intramural and interscholastic sports and activities program is available to all students on an extracurricular basis.

Department goal emphasis is on increased academic excellence, higher student expectations and improved student performance. Specialized academic offerings range from advanced placement to work study.

SCHOOL GOALS

Goal	Level of Achievement
Increase time and attention given to reading, writing, and spelling across the curriculum.	Attained
Focus on staff communications, professional expectations, and well being.	Attained
Work on collaboration between departments and programs, including special education.	Attained
Make school safety a focus.	Attained

BUDGET*

1996-97 Expenditures	$6,166,345
1997-98 Budgeted Amount	$6,410,490
1998-99 Adopted Budget	$6,198,605

*Dollars budgeted or expended are general fund only.

West High School Overview

School Report Card Statement

West High School **Lance Bowie**

The 1997-98 school year began with the unique problem of having the staff and the community unfamiliar with the actual school facility due to an extensive remodel. We were charting new ground when struggling with student/staff building concerns.

The community made the adjustment early in the school year. The entire community was flexible and receptive to the continued educational interruptions resulting from construction issues. We experienced a great year, providing quality instructional program. The overall changes assisted in bringing our community closer together as we all had to work and adjust to provide for quality programs at West High School.

West High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,576	83%	186	6	206

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,323.3	1,497.7	88.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	5	30	19
Mathematics	3	20	18
Science	4	17	18
Social Studies	3	19	25

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	6.75
Classroom Teachers	52.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	11.0	Clerical Support Staff	10.0
Bilingual Teachers	2.6	Custodians	12.5
Counselors	5.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

West High School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
848	165	208	232	112	717	1565
54.2%	10.5%	13.3%	14.8%	7.2%	45.8%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	273	272	195	134	948	1,822
Final Dropouts	52	14	22	18	62	168
Percent Dropouts	19.05%	5.15%	11.28%	13.43%	6.54%	9.22%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,576	224	349	109	65	747	47.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	273	272	195	134	948	1,822
% in One Sch.	48.72%	70.96%	58.46%	61.19%	74.53%	67.92%
% in Same Sch.	42.49%	51.10%	50.77%	50.00%	58.12%	53.35%

West High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	42	51	48
	No.	351	304	309
Reading Comprehension	%ile	50	55	51
	No.	351	307	309
Total Reading	**%ile**	**48**	**55**	**49**
	No.	351	304	309
Language Mechanics	%ile	50	54	50
	No.	349	316	310
Language Expression	%ile	50	51	49
	No.	352	310	308
Total Language	**%ile**	**50**	**53**	**49**
	No.	341	301	302
Math Computation	%ile	59	55	55
	No.	351	317	309
Math Concepts and Applications	%ile	65	65	60
	No.	348	319	309
Total Mathematics	**%ile**	**62**	**60**	**58**
	No.	348	317	309
Total Battery	**%ile**	**56**	**58**	**54**
	No.	338	297	301
Study Skills	%ile	53	50	47
	No.	351	306	299
Spelling	%ile	45	50	41
	No.	350	309	310
Science	%ile	60	65	53
	No.	351	304	301
Social Studies	%ile	60	59	55
	No.	350	304	301

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	49	49	50	54	58
11	Total Lang. Arts	49	48	45	N/A	N/A
11	Total Mathematics	58	58	58	55	61

West High School
Achievement Profile

		SAT/ACT				
Test	**Students/Subject**	**97-98**	**96-97**	**95-96**	**94-95**	**93-94**
	No. Graduates	281	246	248	217	229
SAT	Percent Tested	45.9%	56.9%	46.4%	51.6%	5-6.8%
	Verbal	515	511	517	461	405
	Math	522	519	519	521	482
ACT	Percent Tested	12.8%	14.2%	12.9%	19.4%	17.9%
	English	19.7	19.5	21.4	23.5	20.9
	Math	21.4	22.1	21.1	23.0	21.7

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	**9th**	**10th**	**11th**	**12th**
Language Arts	0.89	0.83	1.02	0.94
Mathematics	0.81	0.70	0.60	0.35
Science	0.83	0.73	0.70	0.33
Social Studies	0.81	0.83	0.79	0.86
Others	1.78	1.62	1.94	2.00
Total	5.12	4.71	5.06	4.49

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	247	32.8%	49.4%	17.8%	60	55
	Lang. Arts	244	32.0%	43.0%	25.0%	60	57
	Math	253	23.7%	45.8%	30.4%	66	68
10	Reading	237	26.2%	42.2%	31.6%	58	60
	Lang. Arts	235	28.9%	51.9%	19.1%	61	58*
	Math	245	27.3%	49.4%	23.3%	67	65
11	Reading	244	39.3%	40.6%	20.1%	61	52*
	Lang. Arts	237	34.6%	43.5%	21.9%	58	52*
	Math	247	33.6%	43.3%	23.1%	65	61*

* Indicates Significant Difference in Means at .05 level.

Table 200

Aquarian School Overview

Statement of Program

Aquarian Charter School has been established for 120 students in grades K-6 and is housed in relocatables at the former REACH site at Bragaw Street. The program philosophy statement says that this charter school is established for bright, high-achieving children from families with working parents. The parents have high expectations for their children and their educational setting. The instructional program follows many aspects of the curriculum of the Anchorage School District with an opportunity for Spanish in all grades, strong infusion of art and music as well as technology. The program has a strong activity and field trip base as well as an emphasis on academics.

A grant in the approximate amount of $135,900 has been awarded by the State for planning and implementation of this Charter School.

SCHOOL GOALS

Goal	**Level of Achievement**
Professional development toward accelerated learning	Partially attained
Spanish inclusion (1/2 day Spanish aides)	Attained
Technology - teacher training, computers in classroom, curriculum	Attained
Parent involvement	Partially attained
Students involvement in community service	Attained
School financially stable and secure	Partially attained
Aquarian will provide before and after-school enrichment programs	Attained
On-going professional development for teachers and staff	Partially attained

BUDGET*

1996-97 Expenditures	NA
1997-98 Budgeted Amount	$351,090
1998-99 Adopted Budget	$466,126

*Dollars budgeted or expended are general fund only.

Aquarian School Overview

School Report Card Statement

Aquarian **Cynthia Stiegele**

Aquarian Charter School continues to be an educational community that focuses on the child and their learning. The school had a rocky and rough beginning, however, the philosophy has maintained the strength and backbone of the school. With a large turnover in personnel, the Aquarian educational standards have not been diluted. This program continues to focus on high educational standards and success for all students regardless of their abilities.

Hands-on, experiential education with differentiated instruction adhering to a variety of learning styles, produces successful learning for all students. Spanish and technology integration all enhance learning for students at Aquarian.

The goals listed on the following page address the directions taken for the 1997-98 school year.

Aquarian School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
89	NA	7	1	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
74.3	79.6	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	0	2	0
Intermediate	1	0	0
Combination	0	1	0

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers	5.0	Clerical Support Staff	.5
Special Education Teachers	.2	Teacher Assistants/Aides	2.25

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Aquarian School Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
70	7	4	4	2	17	87
80.5%	8.1%	4.6%	4.6%	2.3%	19.5%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	89	2	2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
89	8	7	20	21	56	62.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	5	4	8	4	85	106
% in One Sch.	40.00%	75.00%	75.00%	50.00%	68.24%	66.98%
% in Same Sch.		Aquarian	is a new	school.		

Aquarian School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	78	77	75	
	No.	11	4	8	
Reading Comprehension	%ile	85	60	64	
	No.	11	4	8	
Total Reading	**%ile**	**86**	**69**	**71**	
	No.	11	4	8	
Language Mechanics	%ile	34	69	82	
	No.	10	4	8	
Language Expression	%ile	79	75	74	
	No.	11	4	8	
Total Language	**%ile**	**60**	**73**	**81**	
	No.	10	4	8	
Math Computation	%ile	57	83	65	
	No.	10	4	8	
Math Concepts and Applications	%ile	85	78	67	
	No.	10	4	8	
Total Mathematics	**%ile**	**77**	**82**	**67**	
	No.	10	4	8	
Total Battery	**%ile**	**77**	**77**	**78**	
	No.	10	4	8	
Word Analysis	%ile	81			
	No.	11			
Study Skills	%ile		75	50	
	No.		4	8	
Spelling	%ile	60	79	77	
	No.	11	4	8	
Science	%ile	77	77	66	
	No.	10	4	8	
Social Studies	%ile	75	37	67	
	No.	10	4	8	

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	69				
4	Total Lang. Arts	73				
4	Total Mathematics	82				
6	Total Reading	-	Aquarian	is a new	school.	
6	Total Lang. Arts	-				
6	Total Mathematics	-				

Aquarian School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading						
	Lang. Arts						
	Math						
5	Reading						
	Lang. Arts						
	Math		Aquarian	is a new	school.		
6	Reading						
	Lang. Arts						
	Math						

Table 201

Benson Secondary School Overview

Statement of Program

The primary goal of **Benny Benson,** formerly S.A.V.E. II, is to provide a meaningful individualized program of academic and vocational studies for those secondary students who might otherwise terminate any formalized schooling. In addition to the teaching staff, the program utilizes a program counselor, a special education resource teacher, and job coordinators. The school serves students from the Bartlett, Chugiak, East and part of West High School attendance areas.

S.E.A.R.C.H. is an alternative education program designed to meet the needs of grades 7-9 students who are experiencing failure in the regular system due to nonattendance, nonacademic performance, or discipline problems. In addition to the teaching staff, the program utilizes a program counselor who also teaches a half day, a special education resource teacher, a program director who administers the program, and a program clerical aide. The program serves students who have been referred by home schools throughout the Anchorage area.

The S.E.A.R.C.H. program staff is committed to providing an individualized educational program that is designed to motivate participation and regular attendance. Further, the curriculum is structured to provide instruction geared toward student need relative to both academic and real life skills, and to enable the students to advance to the best of their abilities. There is an ongoing emphasis on developing good citizenship qualities and enhancing student self-worth. The S.E.A.R.C.H. program concentrates on teaching appropriate behavior as well as continually reinforcing the importance of a strong basic education.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling of continuing SEARCH students.	Attained
Create a remedial reading class for students who are one to two years below level.	Partially Attained
Utilize technology in all content areas.	Partially Attained

BUDGET*

1996-97 Expenditures	$1,102,794
1997-98 Budgeted Amount	$1,067,592
1998-99 Adopted Budget	$1,026,602

*Dollars budgeted or expended are general fund only.

Benson Secondary School Overview

School Report Card Statement

Benny Benson Secondary School **Barbara Garrison**

The school chose goals that were concerns of the Anchorage School Board; spelling, reading and technology. Given that Benson is an alternative school for high risk students who have failed in traditional education structures, the high turn-over rate of our student population made pre and post testing in the reading and spelling goal areas impossible. Students make gains in their reading and spelling skills while attending school, but we set our parameters in the context of a school year and we have few students who actually attend without interruption for the entire school year. If we continue goals in these areas, we will need to define short term gains for students who are in attendance for short periods of time.

Benson began a "technology plan" four years ago and has stayed on course with the acquisition of hardware and the implementation of technology as a teaching and learning tool in the classroom. We will continue to infuse the use of technology into every content area and utilize the resources available on the internet. This is a whole new exploratory for us. It is very motivational for our students, and new and exciting for us all. We are learning together, which in my opinion, is the best teaching and learning that can take place. School climate reflects a cooperative, productive exchange between teacher and student.

Benson Secondary School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Search	101	110%	11	0	18
Benson	227	99%	18	0	38

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Search	171.6	193.7	88.6%
Benson	70.8	80.2	88.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary			
Intermediate			
Combination			

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutor	.65
Classroom Teachers	16.0	Clerical Support Staff	3.0
Special Education Teachers	2.0	Custodians	1.0
Nurses	1.0		
Special Programs:			

Benson Secondary School Characteristics

ETHNICITY REPORT - OCTOBER 1997

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Search	49	20	13	7	6	46	95
	51.6%	21.1%	13.7%	7.4%	6.3%	48.4%	
Benson	115	26	33	11	9	79	194
	59.3%	13.4%	17.0%	5.7%	4.56%	40.7%	

TOTAL DROPOUT RATES

	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Search	Enrollment	36	12	30	11	94	183
	Final Dropouts	21	8	14	4	38	85
	Percent Dropouts	58.3%	66.7%	46.7%	36.4%	40.4%	46.5%
Benson	Enrollment	66	27	59	19	193	364
	Final Dropouts	38	12	32	12	98	192
	Percent Dropouts	57.6%	44.4%	54.2%	63.2%	50.8%	52.8%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Search	101	61	148	38	71	318	314.9%
Benson	227	51	220	10	101	382	168.3%

STABILITY RATES OF STUDENTS

	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Search	Number	36	12	30	11	94	183
	% in One Sch.	2.78%	0%	0%	0%	3.19%	2.19%
	% in Same Sch	0%	8.33%	10.00%	0%	8.51%	6.56%
Benson	Number	66	27	59	19	193	364
	% in One Sch.	9.09%	18.52%	13.56%	10.53%	21.24%	17.03%
	% in Same Sch.	12.12%	7.41%	28.81%	26.32%	32.64%	26.10%

Benson Secondary School
Achievement Profile

BENSON/SEARCH CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	46	45
	No.	16	44
Reading Comprehension	%ile	52	44
	No.	16	45
Total Reading	**%ile**	**50**	**46**
	No.	16	44
Language Mechanics	%ile	48	36
	No.	16	44
Language Expression	%ile	28	31
	No.	16	44
Total Language	**%ile**	**34**	**32**
	No.	16	44
Math Computation	%ile	38	19
	No.	17	45
Math Concepts and Applications	%ile	52	49
	No.	17	45
Total Mathematics	**%ile**	**45**	**30**
	No.	17	45
Total Battery	**%ile**	**40**	**34**
	No.	16	43
Study Skills	%ile	36	26
	No.	17	45
Spelling	%ile	49	31
	No.	16	44
Science	%ile	59	63
	No.	17	44
Social Studies	%ile	45	39
	No.	17	45

Benson Secondary School
Achievement Profile

BENSON/SAVE CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	27	38	30
	No.	38	28	49
Reading Comprehension	%ile	35	44	30
	No.	38	28	48
Total Reading	**%ile**	**32**	**41**	**28**
	No.	38	28	48
Language Mechanics	%ile	23	36	31
	No.	38	27	47
Language Expression	%ile	27	29	22
	No.	38	28	47
Total Language	**%ile**	**25**	**31**	**25**
	No.	38	27	47
Math Computation	%ile	22	18	32
	No.	35	27	47
Math Concepts and Applications	%ile	43	32	36
	No.	35	27	43
Total Mathematics	**%ile**	**30**	**23**	**32**
	No.	35	27	43
Total Battery	**%ile**	**29**	**30**	**26**
	No.	35	24	41
Study Skills	%ile	37	33	24
	No.	35	27	43
Spelling	%ile	28	36	20
	No.	38	28	48
Science	%ile	50	42	34
	No.	35	27	43
Social Studies	%ile	45	44	30
	No.	35	27	43

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
8	Total Reading	46	26	37	39	N/A
8	Total Lang. Arts	32	24	24	33	N/A
8	Total Mathematics	30	23	29	31	N/A
11	Total Reading	28	30	31	37	40
11	Total Lang. Arts	25	29	31	N/A	N/A
11	Total Mathematics	32	33	30	31	30

Benson Secondary School
Achievement Profile

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	0			
Mathematics	.25			
Science	.25			
Social Studies	0			
Others	.44			
Total	.94			

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	10	20	60	20	22	24
	Lang. Arts	10	20	20	60	15	25
	Math	10	20	30	50	24	27
10	Reading	11	18.2	36.4	45.5	45	51
	Lang. Arts	11	36.4	45.5	18.2	44	36
	Math	12	16.7	66.7	16.7	37	35
11	Reading	9	22.2	44.4	33.3	53	50
	Lang. Arts	9	44.4	55.6	0.0	49	31
	Math	10	40.0	40.0	20.0	42	34

* Indicates Significant Difference in Means at .05 level.

Table 202

Denali School Overview

Statement of Program

Denali Elementary School offers a variety of instructional opportunities. It has a standard K-6, an optional Montessori K-8, and a special education program. The instructional staff includes teachers for special education, orthopedically and physically disabled, special education and kindergarten teacher assistants, full time nurse, health attendant, Indian education tutors, bilingual tutors, and Title I. Many parent volunteers supplement the instructional program on a regular basis.

The regular program emphasizes the acquisition of basic academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The Montessori optional program students learn in an open classroom stressing individualized learning in a specially prepared environment using materials that are based on students' developmental stages. Children progress at a rate appropriate to each one's ability and level of achievement. Direct instruction is given in individual and small group settings. Cooperative learning and peer coaching are integral parts of the program. The middle school approach is used for grades 7 & 8.

The special education intensive needs program develops students' functional living skills, and provides community access and vocational training. Appropriate programming for the multi-handicapped requires small student/staff ratios.

SCHOOL GOALS

Goal	Level of Achievement
Implement a balanced K-3 reading program.	Partially Attained
Improve student spelling scores in 4 through 8.	Partially Attained
Increase awareness of and participation in fitness activities	Attained

BUDGET*

1996-97 Expenditures	$1,949,373
1997-98 Budgeted Amount	$2,085,835
1998-99 Adopted Budget	$2,125,208

*Dollars budgeted or expended are general fund only.

Denali School Overview

School Report Card Statement

Denali Elementary School **Karen Rigg**

Goal 1 - Reading Grades K-3 Two subgoals were met successfully:

a) All first graders in the school were given a pre/post Early Emergent Reading Assessment developed by Title 1. There was a total of 41 students who were identified as "high risk" and remained at Denali through the 1997/98 school year. 35 students improved significantly in their scores. Therefore 85 percent of the students improved significantly on The Early Emergent Reading Assessment.

b) The same students were given the Letter/Sound Recognition. Out of 41 students identified as "high risk" students, 35 improved. Eighty-five percent (85%) of the students improved their score significantly. The students identified in the Montessori classroom were tutored by the SEE program. The students identified in the Neighborhood program were serviced by Title 1. There were a total of 6 students who did not show significant growth. In addition to these assessments to meet our K-3 reading goal, the students were given a writing assessment and attitude survey. The second & third graders were given the San Diego Assessment. The first grade teachers attended a four day literacy training. Five-thousand dollars ($5,000) worth of Early Emergent Literacy materials were ordered by K-3 students and are being filed in the library. The teachers incorporated many reading activities into their reading programs. A Family Reading Night was held for the Neighborhood program and each child received three books through the Reading is Fundamental grant.

c) The library circulation figures are as follows: 1996/97 Sept.-April 12,783 books checked out. 1997/98 Sept.-April 12,368 books were checked out. This is a decrease of 415 books. Nine reading incentive programs were organized by the librarian: Johnny Appleseed Readers Club; School of Lights; Primary Book Club; TV Turn-Off Week; Folklore and Puppets; Read-Abouts; Sustained Silent Reading; School Book Fairs; Author Visits

Goal 2 - Spelling Grades 4-8 Two subgoals were met successfully:

a) Classroom teachers administered the Morrison-McCall Inventory in the fall to obtain baseline information for each student. The same inventory was administered in the spring. Comparisons of student scores who tested at both times were averaged for each class. The majority of our intermediate classrooms improved spelling scores between one and three years per class average. The remaining classrooms improved at least .7 of a year.

b) Teachers agreed to use a multi-sensory approach for spelling practice throughout the year for each weekly list. Variations of different strategies included oral, written, and kinesthetic models. The diligent attention to multi-sensory practice on a daily basis yielded the most growth.

c) Informal assessment of improvement in accuracy during writing was inconclusive or showed no correlation.

Goal 3 - Wellness/Fitness Two subgoals were met successfully:

a) Fitness testing data was gathered on a sample of fourth - eighth grade students. Pre and post testing was done to establish a baseline for student fitness.

b) Fitness and wellness information was made available to students through the Thursday folders system and wellness and fitness bulletin board. PE teachers also kept students informed of community fitness activities.

c) Participation increased in both Jump Rope for Heart and Heart Run for our school. Jump Rope for Heart was also well supported by parent and staff volunteers and was a very positive community service and fitness activity for our school.

Aside from the measured fitness and wellness activities, the staff at Denali was involved in year-long staff stress relievers and fitness activities. Staff wellness activities have been essential to building morale, reducing stress, encouraging teamwork, and helping staff to feel appreciated and acknowledged.

Denali School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
529	111	75	56	67

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	474.6	505.6	93.9%
Secondary	32.7	36.5	89.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	0	3	0
Intermediate	0	0	0
Combination	0	18	0

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Assistants	6.0
Classroom Teachers K-8	21.0	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor	1.0
Special Education Teachers	4.0	Clerical Support Staff	1.875
Music Teachers	1.2	Custodians	3.0
Art Teachers	.6		
Physical Education Teachers	1.2		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Montessori K-8, Special Ed. Intensive Needs, Title I

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Denali School Characteristics

ETHNICITY REPORT - OCTOBER 1997

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elemen.	291	66	80	35	38	209	500
	58.2%	13.2%	16.0%	7.0%	5.6%	41.8%	
Sec.	21	3	9	5	0	17	38
	55.3%	7. 9%	23.7%	13.2%	0%	44.7%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	529	179	33
	Secondary	39	12	30

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	1	0	0	0	0	0	0	0	1
Percent Not Promoted	1.2%	0%	0%	0%	0%	0%	0%	0%	.2%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	10	5	4	0	24	43
Final Dropouts	1	0	1	0	0	2
Percent Dropouts	10.00%	0%	25.00%	0%	0%	4.65%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
529	52	23	60	41	176	33.3%

Denali School Statistics

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	103	48	75	31	323	580
% in One Sch.	59.22%	72.92%	81.33%	74.19%	81.42%	76.38%
% in Same Sch.	45.63%	37.50%	57.33%	51.61%	65.63%	57.93%
Secondary						
Number	10	5	4	0	24	43
% in One Sch.	60.00%	100.00%	50.00%	0%	70.83%	69.77%
% in Same Sch.	30.00%	40.00%	25.00%	0%	33.33%	32.56%

Denali School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	60	63	58	60	50	65
	No.	69	68	48	66	16	14
Reading Comprehension	%ile	67	66	66	69	73	53
	No.	69	69	48	66	16	14
Total Reading	**%ile**	**65**	**66**	**65**	**66**	**66**	**60**
	No.	69	68	48	66	16	14
Language Mechanics	%ile	31	55	58	61	62	51
	No.	68	68	47	66	16	14
Language Expression	%ile	52	61	67	65	62	53
	No.	69	67	48	66	16	14
Total Language	**%ile**	**41**	**60**	**65**	**64**	**64**	**52**
	No.	68	67	47	66	16	14
Math Computation	%ile	42	55	43	60	38	34
	No.	69	67	47	66	16	14
Math Concepts and Applications	%ile	52	68	63	73	49	66
	No.	68	67	46	66	16	14
Total Mathematics	**%ile**	**48**	**65**	**54**	**67**	**43**	**49**
	No.	68	67	46	66	16	14
Total Battery	**%ile**	**53**	**64**	**65**	**67**	**58**	**55**
	No.	67	67	46	66	16	14
Word Analysis	%ile	48					
	No.	69					
Study Skills	%ile		69	58	69	58	45
	No.		68	45	66	16	14
Spelling	%ile	40	62	57	58	45	45
	No.	68	69	48	66	16	14
Science	%ile	72	66	55	56	70	69
	No.	69	66	46	66	16	14
Social Studies	%ile	58	53	60	60	66	55
	No.	69	66	46	66	16	14

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	66	68	68	56	54
4	Total Lang. Arts	60	57	60	43	49
4	Total Mathematics	65	55	63	49	56
6	Total Reading	66	64	59	55	55
6	Total Lang. Arts	64	60	54	53	54
6	Total Mathematics	67	63	60	52	59
8	Total Reading	60	78	N/A	N/A	N/A
8	Total Lang. Arts	52	49	N/A	N/A	N/A
8	Total Mathematics	49	50	N/A	N/A	N/A

Denali School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	54	25.9	29.6	44.4	66	69
	Lang. Arts	55	29.1	32.7	38.2	61	62
	Math	55	20.0	38.2	41.8	60	67
5	Reading	36	27.8	38.9	33.3	64	68
	Lang. Arts	37	24.3	29.7	45.9	55	67*
	Math	35	28.6	42.9	28.6	62	58
6	Reading	50	34.0	40.0	26.0	72	70
	Lang. Arts	51	33.3	43.1	23.5	74	71
	Math	51	27.5	41.2	31.4	73	72
7	Reading	11	9.1	72.7	18.2	56	62
	Lang. Arts	11	27.3	36.4	36.4	54	59
	Math	11	27.3	36.4	36.4	40	30
8	Reading	10	30.0	60.0	10.0	69	65
	Lang. Arts	10	20.0	70.0	10.0	55	53
	Math	10	20.0	60.0	20.0	53	51

* Indicates Significant Difference in Means at .05 level.

Table 203

Family Partnership Overview

Statement of Program

Family Partnership Charter School has a very high number of teachers who work part time for this program. Some of these part-time teachers are on addendums for currently employed ASD teachers and others are on Special Activity Agreements, both of which are paid from the Added Duty Increment.

More clerical support is planned as the population increases. FPCS does in-house accounting which requires every purchase or expenditure for teacher time be deducted from the students' individual account.

Certificated staffing for FY 1998-99 is for 451 students in grades K-12.

SCHOOL GOALS	
Goal	**Level of Achievement**
Each student will have a partnership with an ASD teacher that supports both the parent's goals and ASD goals.	Partially Attained
Provide curriculum and education support to 120 students.	Attained
Students in grades 3 through 11 will have average CAT scores at least at the average of the ASD.	Partially Attained

BUDGET*	
1996-97 Expenditures	NA
1997-98 Budgeted Amount	$869,699
1998-99 Adopted Budget	$1,747,041

*Dollars budgeted or expended are general fund only.

Family Partnership Overview

School Report Card Statement

Family Partnership Charter School **Brenda Bray**

This initial year of FPCS brought new perspectives and challenges to parents, students, teachers and ASD administrators in Anchorage. Accountability on the part of home schoolers to sources outside the home was part of the new experience for parents and students. Teachers expanded their traditional role of classroom focus to include the role of advisor to parents. Students had the benefit of a teacher who was able to choose them and the same volitional role was part of the teacher's mind sets. Many of the partnerships were forged with great ideas and understandings of the strengths and weaknesses of all parties. Definitions of roles moved along - in fact some of the parents and sponsor teachers developed forms and plans for the 98-99 partnerships to have as material. Some partnerships were not true partnerships; either the professional educators struggled to define their advisory roles or parents could not fathom how to effectively merge the educator's time with their existing home program.

"A school without walls", part of FPCS philosophy, did not truly exist since the 'walls' of Huffman School Room D-1 were the definition of FPCS. The actual school existed also at East High, Hanshew Middle, SAVE High School, Bowman, Romig, and other ASD sites across Anchorage as teachers utilized their classroom post from the normal school day to meet with their FPCS students. FPCS recognized their need for more 'walls' so the APC board pursued a plan to move the business and inventory aspect into a centrally located business site while retaining Huffman D-1 as a classroom for students, teachers and parents in FPCS to meet on a regularly scheduled basis for the 1998-99 school year.

Including parent directed education as part of the public supported programs available for students in Anchorage has been a gain for the participating members. Teachers were able to teach to their strength areas, select the students they wanted to teach, and earn the level of salary that they wished to have. Parents were able to have time with a teacher whose background enriched their child's program and shared the task of providing a full educational program. Students who had been home schooled through distance delivery programs had local contact teachers to facilitate their learning. Home schooling students who had not had the financial resources to have music, art and PE activities as part of their learning had these opportunities included in their program.

Improvements in procurement, matching the role desired by the parents and the role understood by the teacher and becoming an increasing cyber user school are part of the plans for FPCS developed through the lessons learned in 1997-98.

Family Partnership Characteristics

SCHOOL MEMBERSHIP

	September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	13	-	1	2	0
Secondary	94	-	0	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	123.4	123.5	99.9%
Secondary	87.9	87.9	100.0%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary			
Intermediate	Class sizes vary.		
Combination			

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.0
Classroom Teachers	5.0		
Special Programs:			

Family Partnership Characteristics

ETHNICITY REPORT - OCTOBER 1997

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elem.	78	7	4	1	4	16	94
	83.0%	7.5%	4.3%	1.1%	4.3%	17.0%	
Sec.	124	2	4	1	2	9	133
	93.2%	1.5%	3.0%	.7%	1.5%	6.8%	

SECONDARY TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	4	1	7	4	79	95
Final Dropouts	0	0	0	0	1	1
Percent Dropouts	0.0%	0.0%	0.0%	0.0%	1.27%	1.05%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elementary 133	67	6	17	4	94	70.7%
Secondary 94	34	4	5	4	47	50.0%

STABILITY RATES OF STUDENTS

	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elem.	Number	4	1	7	4	79	95
	% in One Sch.	75.0%	100.0%	100.0%	100.0%	97.47%	96.84%
	% in Same Sch.		New	School			
Sec.	Number	4	1	2	2	125	134
	% in One Sch.	75.00%	100.00%	100.00%	100.00%	91.20%	91.04%
	% in Same Sch.		New	School			

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	86	79	83	34
	No.	12	11	13	13
Reading Comprehension	%ile	77	78	80	49
	No.	12	11	13	13
Total Reading	**%ile**	**83**	**81**	**85**	**41**
	No.	12	11	13	13
Language Mechanics	%ile	55	51	76	30
	No.	12	11	13	13
Language Expression	%ile	79	82	91	48
	No.	12	11	13	13
Total Language	**%ile**	**70**	**71**	**86**	**40**
	No.	12	11	13	13
Math Computation	%ile	54	53	65	47
	No.	12	12	13	13
Math Concepts and Applications	%ile	78	84	84	68
	No.	12	12	13	13
Total Mathematics	**%ile**	**72**	**73**	**78**	**59**
	No.	12	12	13	13
Total Battery	**%ile**	**78**	**79**	**87**	**45**
	No.	12	12	13	13
Word Analysis	%ile	76			
	No.	12			
Study Skills	%ile		75	66	57
	No.		12	13	13
Spelling	%ile	74	64	42	24
	No.	12	11	13	13
Science	%ile	78	81	68	69
	No.	12	12	13	13
Social Studies	%ile	77	68	81	55
	No.	12	12	13	13

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)x

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	48	69	78	55	70
	No.	12	15	17	13	10
Reading Comprehension	%ile	60	74	91	64	86
	No.	12	15	17	13	10
Total Reading	**%ile**	**54**	**75**	**87**	**62**	**82**
	No.	12	15	17	13	10
Language Mechanics	%ile	57	62	78	58	75
	No.	12	15	16	13	10
Language Expression	%ile	69	66	81	58	73
	No.	12	15	17	13	10
Total Language	**%ile**	**64**	**64**	**81**	**57**	**73**
	No.	12	15	16	13	10
Math Computation	%ile	61	63	71	55	65
	No.	12	15	17	13	10
Math Concepts and Applications	%ile	51	78	81	78	65
	No.	12	15	16	13	9
Total Mathematics	**%ile**	**58**	**71**	**79**	**69**	**66**
	No.	12	15	16	13	9
Total Battery	**%ile**	**59**	**73**	**87**	**66**	**78**
	No.	12	15	15	13	9
Study Skills	%ile	52	53	74	56	75
	No.	12	15	16	13	9
Spelling	%ile	41	41	54	46	61
	No.	12	15	17	13	10
Science	%ile	55	80	82	65	60
	No.	12	15	16	13	9
Social Studies	%ile	49	72	88	74	73
	No.	12	15	16	13	9

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	81				
4	Total Lang. Arts	71				
4	Total Mathematics	73		New	School	
6	Total Reading	41				
6	Total Lang. Arts	40				
6	Total Mathematics	59				
8	Total Reading	75				
8	Total Lang. Arts	64				
8	Total Mathematics	71				
11	Total Reading	82				
11	Total Lang. Arts	73				
11	Total Mathematics	66				

Family Partnership
Achievement Profile

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates					
SAT	Percent Tested					
	Verbal			New	School	
	Math					
ACT	Percent Tested					
	English					
	Math					

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts				
Mathematics				
Science				
Social Studies				
Others			.50	
Total			.50	

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading						
	Lang. Arts						
	Math						
10	Reading						
	Lang. Arts						
	Math						
11	Reading						
	Lang. Arts		Family	Partner.	is a new school.		
	Math						

Table 204

Girdwood School Overview

Statement of Program

Girdwood School combines the best of the old and new in educational theories. It offers advantages which many find outstanding; while concurrently exposing staff and students to a delivery of quality services involving diagnosis, prescription, treatment, and evaluation in recurring cycles.

One major aspect of this program is its K-8 configuration. The main hurdle faced in designing a program to accommodate this uniqueness was providing a continuum of educational opportunities commensurate with student needs and abilities. Varying enrollment determined by seasonal activity at each grade level requires special grouping arrangements for instruction. Classes involving combinations of grade levels are required. Older students helping younger students, brothers and sisters attending school side by side, and family units being aware of each others' school experiences contribute to a high level of academic involvement.

Girdwood School is unique in size and location and is designed to provide a quality educational opportunity for students while at the same time reflecting family and community values. Our community school program is an integral part of the school function. Community support is exceptional and well-coordinated through this component of our total school. Our program is designed to be responsive to student needs, aspirations, and educational goals. Students will be exposed to academic skills required for survival and be challenged by information, data, and concepts which will challenge their intellectual capacity.

SCHOOL GOALS

Goal	Level of Achievement
Implement reading strategies for all with an emphasis on below grade level students in 1-3.	Attained
Improve applied spelling across the curriculum.	Partially Attained
Develop technology as a learning tool.	Not Attained

BUDGET*

1996-97 Expenditures	$850,152
1997-98 Budgeted Amount	$746,666
1998-99 Adopted Budget	$759,199

*Dollars budgeted or expended are general fund only.

Girdwood School Overview

School Report Card Statement

Girdwood Elementary School **Jim Cox**

In developing our school goals for the 1997-98 school year, we focused on two areas which do not have a quick fix. We chose to place reading and spelling achievement as priorities after much analysis and input from parents and teachers.

The results were good in both of these goals, but we believe a continued effort to improve student achievement in these areas will be beneficial. A school reading plan was developed this year and will serve as a guide for next year. New reading materials were purchased through additional funding by the school board. These materials will help motivate struggling readers.

We increased our emphasis on spelling in many ways this year. The one that received the most positive comments was our new approach to the spelling bee. We held four bees, two oral and two written, in which no students were eliminated. The champion was determined by points.

The lack of NetDay was a disappointment to all. However, progress was made toward that goal.

Many discussions were held on the improvements on the equipment for our playground. We feel a much safer and improved playground will be a result of those discussions.

One of the highlights this year was the all school trip to the Alaska SeaLife Center in Seward. We had 47 volunteers join us on this great event. It was a total community effort.

The musicals by our students are extremely well attended and appreciated by all who participate.

It was a busy and successful year.

Girdwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
152	80%	31	23	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	108.4	115.6	93.8%
Secondary	37.7	40.3	93.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	-	-
Intermediate	-	-	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.0
Classroom Teachers	7.0	Custodians	2.0
Librarians	.5		
Special Education Teachers	1.5		
Gifted Teachers	.2		
Nurses	.2		
Special Programs: Bilingual Ed., Title I, Slingerland for grade 1			

Girdwood School Characteristics

ETHNICITY REPORT - OCTOBER 1997

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elem.	106	2	2	2	1	7	113
	93.8%	1.8%	1.8%	1.8%	.9%	6.2%	
Sec.	37	0	1	0	1	2	39
	94.9%	0.0%	2.6%	0.0%	2.6%	5.1%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	152	11	7
	Secondary	37	4	10

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
152	20	16	3	8	47	30.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	2	2	4	3	121	132
% in One Sch.	100.00%	100.00%	50.00%	33.33%	80.99%	79.55%
% in Same Sch.	100.00%	50.00%	25.00%	0.00%	66.94%	64.39%
Number	1	0	0	1	42	44
% in One Sch.	100.00%	0.00%	0.00%	100.00%	80.95%	81.82%
% in Same Sch.	100.00%	0.00%	0.00%	100.00%	71.43%	72.73%

Girdwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	67	71	75	56	78	82
	No.	14	19	13	14	27	12
Reading Comprehension	%ile	78	70	61	57	79	63
	No.	14	19	13	14	27	12
Total Reading	**%ile**	**74**	**75**	**72**	**60**	**80**	**75**
	No.	14	19	13	14	27	12
Language Mechanics	%ile	44	57	64	58	71	67
	No.	13	19	13	14	27	12
Language Expression	%ile	65	70	63	48	76	65
	No.	13	19	13	14	27	12
Total Language	**%ile**	**56**	**64**	**62**	**52**	**75**	**65**
	No.	13	19	13	14	27	12
Math Computation	%ile	74	51	54	62	73	74
	No.	13	19	13	14	25	12
Math Concepts and	%ile	79	81	83	68	85	87
Applications	No.	13	19	13	14	25	12
Total Mathematics	**%ile**	**80**	**71**	**72**	**67**	**80**	**84**
	No.	13	19	13	14	25	12
Total Battery	**%ile**	**74**	**71**	**72**	**60**	**82**	**79**
	No.	13	19	13	14	25	12
Word Analysis	%ile	38					
	No.	14					
Study Skills	%ile		77	65	47	73	65
	No.		19	12	14	27	12
Spelling	%ile	29	38	36	27	62	62
	No.	14	19	13	14	27	12
Science	%ile	80	70	65	60	82	91
	No.	14	19	12	14	27	12
Social Studies	%ile	70	78	75	42	84	87
	No.	14	18	12	14	27	12

Girdwood School Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	75	69	75	74	63
4	Total Lang. Arts	64	54	69	59	60
4	Total Mathematics	71	76	62	77	76
6	Total Reading	60	77	72	70	77
6	Total Lang. Arts	52	80	64	72	76
6	Total Mathematics	67	87	79	85	84
8	Total Reading	75	84	81	70	78
8	Total Lang. Arts	65	84	73	68	76
8	Total Mathematics	84	94	85	74	66

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	13	46.2	30.8	23.1	88	78
	Lang. Arts	13	38.5	30.8	30.8	69	67
	Math	13	61.5	15.4	23.1	84	76
5	Reading	11	27.5	36.4	36.4	66	72
	Lang. Arts	11	18.2	27.3	54.5	62	62
	Math	11	18.2	36.4	45.5	75	72
6	Reading	12	41.7	16.7	41.7	64	64
	Lang. Arts	12	41.7	50.0	8.3	66	53*
	Math	12	33.3	50.0	16.7	70	70
7	Reading	22	18.2	54.5	27.3	79	80
	Lang. Arts	22	36.4	50.0	13.6	80	76
	Math	22	54.5	27.3	18.2	87	79*
8	Reading	9	22.2	44.4	33.3	76	75
	Lang. arts	9	33.3	55.6	11.1	70	64
	Math	9	00.0	88.9	11.1	77	78

* Indicates Significant Difference in Means at .05 level.

Table 205

McLaughlin

Statement of Program

(McLaughlin Youth Center)

Most of our students are far behind academically. Therefore it is our goal to provide a solid educational program to those young people who are judged delinquent and institutionalized by the court. The program has an emphasis on basic skills development, exposure to and some training in selected vocational areas, and provides training in basic survival and living skills including health and recreation. We also provide a maintenance type program for those "short stay" students in detention with emphasis on basic skills.

This program is partially funded by a supplemental State contract. Prior to FY 1988-89 it was completely funded by a State contract and was classified as a State project.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve school and class decorum.	Attained
Promote knowledge and respect for diversity of backgrounds and cultures of our school.	Partially Attained
Refine transition process for students moving from MYC School into regular program schools.	Partially Attained
Assure that students are placed in appropriate academic program.	Partially Attained

BUDGET*	
1996-97 Expenditures	$1,501,167
1997-98 Budgeted Amount	$1,464,522
1998-99 Adopted Budget	$1,467,136

*Dollars budgeted or expended are general fund only.

McLaughlin Overview

School Report Card Statement

McLaughlin School **Jim Taylor**

The 1997-98 school year was a successful one for the school staff and students alike. There were no incidents which disrupted the progress of the school year, although some staff changes occurred which had minor impact on the school program.

It would be a great benefit to the school program if McLaughlin School could be considered for inclusion in the Carl Perkins Grant. One hundred percent (100%) of the student population would be able to reap the benefits of such assistance. McLaughlin School currently has to rely only on funding provided by the State through the Anchorage School District, along with grants from Title I and the Job Training Partnership Act.

McLaughlin Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
167	111%	53	0	11

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
170.0	170.0	99.9%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	3.0
Classroom Teachers	11.0		
Counselors	1.0		
Special Programs:			

McLaughlin Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
98	16	46	7	10	79	177
55.4%	9.0%	26.0%	4.0%	5.7%	44.6%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	97	22	50	18	221	408
Final Dropouts	32	5	15	4	61	117
Percent Dropouts	32.99%	22.73%	30.00%	22.22%	27.60%	28.68%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
167	119	202	128	145	594	355.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	97	22	50	18	221	408
% in One Sch.	14.43%	13.64%	12.00%	33.33%	15.84%	15.69%
% in Same Sch.	26.80%	13.64%	24.00%	44.44%	20.81%	23.28%

McLaughlin
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	32	47	36
	No.	28	35	25
Reading Comprehension	%ile	44	63	31
	No.	28	35	25
Total Reading	**%ile**	**38**	**56**	**33**
	No.	28	35	25
Language Mechanics	%ile	21	18	42
	No.	8	6	7
Language Expression	%ile	11	39	26
	No.	28	35	25
Total Language	**%ile**	**14**	**26**	**31**
	No.	8	6	7
Math Computation	%ile	34	41	37
	No.	28	35	25
Math Concepts and Applications	%ile	43	60	32
	No.	28	35	24
Total Mathematics	**%ile**	**37**	**50**	**35**
	No.	28	35	24
Total Battery	**%ile**	**25**	**35**	**41**
	No.	8	6	6
Study Skills	%ile	39	41	21
	No.	28	34	25
Spelling	%ile	32	42	11
	No.	28	35	25
Science	%ile	35	58	33
	No.	28	33	25
Social Studies	%ile	42	57	35
	No.	27	34	25

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	33	39	44	41	41
11	Total Lang. Arts	31	27	36	NA	NA
11	Total Mathematics	35	37	43	33	31

McLaughlin
Achievement Profile

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	**9th**	**10th**	**11th**	**12th**
Language Arts	0	.13	0	0
Mathematics	0	0	0	0
Science	.25	.25	0	0
Social Studies	0	.25	0	0
Others	.25	.31	.50	0
Total	.50	.94	.50	

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading	5	0.0%	60.0%	40.0%	63	67
	Lang. Arts	4	25.0%	75.0%	0.0%	64	45
	Math	5	0.0%	60.0%	40.0%	73	89
10	Reading	10	10.0%	40.0%	50.0%	50	60
	Lang. Arts	2	50.0%	50.0%	0.0%	66	51
	Math	10	10.0%	40.0%	50.0%	49	66*
11	Reading	4	25.0	25.0	50.0	37	41
	Lang. Arts	2	0.0	50.0	50.0	27	58
	Math	3	0.0	66.7	33.3	19	55

* Indicates Significant Difference in Means at .05 level.

Table 206

Mirror Lake Middle School Overview

Statement of Program

Mirror Lake Middle School will serve grades six, seven, and eight. Opening in the Fall of 1997 it will be the first ASD Middle Level School to provide a middle school setting for those grade levels.

Mirror Lake will be developing their specific vision, mission statement, goal priorities, and model of delivery during the Spring, Summer, and Fall of 1997. Expectations are that the school will be committed to providing students in the attendance area with the basic middle level curriculum, including math, science, language arts, social studies, physical education, and elective offerings - both traditional and middle school alternative in scope. Services for gifted, special education and immersion students coming to the school from Chugiak Elementary will be provided. Likewise, the expectations for the middle school delivery model will center around common middle school components of teaming, exploration, flexible scheduling, attention to the developmental needs of middle school students, and transitioning between division levels.

SCHOOL GOALS

Goal	Level of Achievement
Develop the school mission statement and guiding principles for the school.	Partially Attained
Develop and use a school-wide discipline system.	Attained
At least two teams, one counselor and an administrator will learn of the Resolving Conflict Creatively Program (RCCP).	Attained
Improve spelling and reading performances.	Attained
Form at least two School-Business Partnerships.	Attained

BUDGET*

1996-97 Expenditures	$4,839
1997-98 Budgeted Amount	$3,046,798
1998-99 Adopted Budget	$3,207,344

*Dollars budgeted or expended are general fund only.

Mirror Lake Middle School Overview

School Report Card Statement

Mirror Lake Middle School **Jeanne Fischer**

Mirror Lake Middle School has completed a successful first year because we have the following qualities in place: identified mission which incorporates ideas and feedback from students, parents, and staff; school wide discipline and decorum system; master schedule that allows for flexible scheduling; effective staffing and placement of staff on teams; comprehensive curriculum with services for gifted, Spanish Immersion, special education students, and extensive array of Excel electives; career and counseling services with conflict resolution focus; student recognition programs; extensive interscholastic and intramural activities program; management of school facilities and grounds; comprehensive, integrated technology program; and connections with the community through weekly communications and five school-business partnerships.

Our strengths lie in the following areas: varied and experienced staff who understand and enjoy working with middle school students; communications between home and school; community support and involvement; strong fine arts and technology programs; understanding of the needs of our community and school; and a sincere desire to try programs that will benefit our students.

Next year we will continue to focus on team development, maintaining strong academic standards, and strengthening the qualities that make for an effective middle school.

Mirror Lake Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
734	69%	117	64	15

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
666.9	717.2	93.0%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	0	6	16
Mathematics	0	6	16
Science	0	4	18
Social Studies	0	4	18

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	33.0	Bilingual Tutors	.26
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	6.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.0		
Nurses	1.0		
Special Programs:			

Mirror Lake Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
607	18	56	19	24	117	724
83.8%	2.5%	7.7%	2.6%	3.3%	16.2%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	734	85	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT				
Grade Repeated	6	7	8	Total
Number Not Promoted	3	4	4	11
Percent Not Promoted	1.3%	1.7%	1.6%	1.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
734	70	51	33	25	179	24.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	64	19	20	25	655	783
% in One Sch.	68.75%	100.00%	75.00%	88.00%	85.95%	84.67%
% in Same Sch.		New School				

Mirror Lake Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		6	7	8
Reading Vocabulary	%ile	49	66	67
	No.	203	221	222
Reading Comprehension	%ile	60	73	66
	No.	204	222	221
Total Reading	**%ile**	**54**	**71**	**68**
	No.	203	221	221
Language Mechanics	%ile	57	68	57
	No.	204	224	2211
Language Expression	%ile	56	61	57
	No.	205	222	222
Total Language	**%ile**	**57**	**65**	**58**
	No.	204	222	221
Math Computation	%ile	44	56	53
	No.	198	222	223
Math Concepts and Applications	%ile	65	67	74
	No.	199	222	223
Total Mathematics	**%ile**	**54**	**63**	**63**
	No.	198	222	223
Total Battery	**%ile**	**55**	**69**	**65**
	No.	193	213	215
Study Skills	%ile	56	64	49
	No.	199	222	226
Spelling	%ile	44	52	45
	No.	205	222	222
Science	%ile	54	70	80
	No.	199	224	226
Social Studies	%ile	55	72	65
	No.	199	223	224

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
6	Total Reading	54				
6	Total Lang. Arts	57	New	School	N/A	
6	Total Mathematics	54				
7	Total Reading	71				
7	Total Lang. Arts	65	New	School	N/A	
7	Total Mathematics	63				
8	Total Reading	68				
8	Total Lang. Arts	58	New	School	N/A	
8	Total Mathematics	63				

Mirror Lake Middle School
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
6	Reading	118	55.1%	33.9%	11.0%	73	57*
	Lang. Arts	117	43.6%	41.0%	15.4%	72	62*
	Math	115	36.5%	39.1%	24.3%	61	56*
7	Reading	120	21.7%	50.8%	27.5%	76	77
	Lang. Arts	121	39.7%	42.1%	18.2%	79	73*
	Math	122	46.7%	41.8%	11.5%	78	68*
8	Reading	184	28.3%	23.9%	34.6%	72	70
	Lang. Arts	183	37.7%	45.9%	16.4%	65	60*
	Math	186	36.0%	51.6%	12.4%	72	65*

Table 207

Polaris School Overview

Statement of Program

(Polaris)
The K-12 Alternative School is for students, parents and teachers who want an emphasis on self-directed learning and active participation in education. Students are in multi-age groups based on interests, needs and developmental levels.

The method of instruction focuses on "doing", the experience approach to learning. In practice, this means extensive use of manipulative teaching materials, forming and testing of hypotheses, numerous field trips, and classroom visits by a variety of resource persons.

The staff works in teams, and parents are expected to make a commitment of involvement according to their abilities and time available. Attendance requirements are the same as in any other school.

SCHOOL GOALS

Goal	Level of Achievement
Grades 7-12 will improve spelling.	Attained
Survey the population regarding holding to our mission statement.	Attained
Have all students reading by the third grade.	Attained

BUDGET*

1996-97 Expenditures	$1,920,382
1997-98 Budgeted Amount	$1,985,383
1998-99 Adopted Budget	$1,866,079

*Dollars budgeted or expended are general fund only.

Polaris School Overview

School Report Card Statement

Polaris K - 12 School **Denise Greene-Wilkinson**

Polaris K-12 School has successfully completed our fourth year. We continue to make great strides as we attempt to continue the creation and journey of the only K-12 multi-age, open optional school in the Pacific Northwest. Our success continues to be seen by our high client satisfaction rate as evidenced by our yearly survey results.

Polaris continues as a viable educational school of choice in the Anchorage School District. We have made significant gains in regard to our land acquisition as we reach both national and international recognition for our establishment of a school yard habitat. We continue to establish many large community wide partnerships which offer our students more curricula choice, as well as, school to work experiences. We continue to move aggressively through several issues that at times conflict with the K-12 Community mission.

Once again, we have succeeded in making an exciting and successful learning environment where everyone has a voice, a responsibility and a commitment. We are proud of what we have accomplished and we're very excited about our future as we move along our journey.

Polaris School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	254	93%	28	0	1
Secondary	218	91%	18	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	247.2	258.8	95.5%
Secondary	223.3	223.9	99.7%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.0
Classroom Teachers	20.0	Clerical Support Staff	2.0
Special Education Teachers	2.5	Custodians	2.5
Art Teachers	1.0		
Counselors	1.0		
Nurses	.15		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Polaris School Characteristics

ETHNICITY REPORT - OCTOBER 1997

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elem.	192	13	11	1	9	34	226
	85.0%	5.8%	4.9%	.4%	4.0%	15.0%	
Sec.	195	5	17	2	5	29	224
	87.1%	2.2%	7.6%	.9%	2.2%	13.0 %	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1997-98	Elementary	254	12	4%
	Secondary	69	1	1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	With- drawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	218	2	5	13	38	58	26.6%
Sec.	254	1	4	14	37	56	22.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	16	2	14	9	240	281
% in One Sch.	75.00%	100.00%	85.71%	100.00%	87.08%	86.83%
% in Same Sch.	56.25%	50.00%	78.57%	77.78%	69.58%	69.40%
Number	18	2	5	5	217	247
% in One Sch.	2.22%	50.00%	100.00%	80.00%	83.87%	83.00%
% in Same Sch.	72.22%	0.00%	100.00%	60.00%	64.06%	64.78%

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	74	81	85	75
	No.	39	39	39	41
Reading Comprehension	%ile	74	78	76	73
	No.	39	39	39	40
Total Reading	**%ile**	**75**	**81**	**84**	**76**
	No.	39	39	39	40
Language Mechanics	%ile	49	71	76	79
	No.	38	38	38	41
Language Expression	%ile	71	82	83	78
	No.	39	38	38	41
Total Language	**%ile**	**64**	**79**	**82**	**80**
	No.	38	38	38	41
Math Computation	%ile	51	64	61	77
	No.	38	39	38	41
Math Concepts and Applications	%ile	67	85	85	89
	No.	38	39	38	41
Total Mathematics	**%ile**	**63**	**79**	**78**	**85**
	No.	38	39	38	41
Total Battery	**%ile**	**70**	**82**	**84**	**83**
	No.	38	38	38	40
Word Analysis	%ile	57			
	No.	39			
Study Skills	%ile		86	75	74
	No.		39	38	41
Spelling	%ile	51	64	63	72
	No.	39	39	39	41
Science	%ile	79	79	74	70
	No.	38	38	39	41
Social Studies	%ile	72	78	79	65
	No.	38	37	39	41

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	72	70	68	81	69
	No.	35	37	43	44	36
Reading Comprehension	%ile	77	65	78	88	73
	No.	35	37	43	44	36
Total Reading	**%ile**	**78**	**69**	**76**	**87**	**72**
	No.	35	37	43	44	36
Language Mechanics	%ile	75	56	68	67	55
	No.	35	37	43	44	36
Language Expression	%ile	64	51	73	71	65
	No.	35	37	43	44	36
Total Language	**%ile**	**71**	**52**	**72**	**70**	**61**
	No.	35	37	43	44	36
Math Computation	%ile	56	48	72	76	60
	No.	35	37	42	44	36
Math Concepts and	%ile	68	68	83	83	75
Applications	No.	35	37	43	44	36
Total Mathematics	**%ile**	**62**	**58**	**80**	**81**	**68**
	No.	35	37	42	44	36
Total Battery	**%ile**	**72**	**62**	**80**	**83**	**71**
	No.	35	37	42	44	36
Study Skills	%ile	72	57	73	64	61
	No.	35	37	42	44	36
Spelling	%ile	62	46	61	66	56
	No.	35	37	43	44	36
Science	%ile	76	75	75	81	67
	No.	35	37	42	44	36
Social Studies	%ile	72	63	75	78	68
	No.	35	37	42	44	36

Polaris School Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
4	Total Reading	81	85	87	70	NA
	Total Lang. Arts	79	74	80	76	NA
	Total Mathematics	79	77	86	78	NA
6	Total Reading	76	71	67	73	NA
	Total Lang. Arts	80	78	75	67	NA
	Total Mathematics	85	85	72	70	NA
8	Total Reading	69	76	80	1	NA
	Total Lang. Arts	52	68	71	76	NA
	Total Mathematics	58	75	71	67	NA
11	Total Reading	72	68	77	71	NA
	Total Lang. Arts	61	44	69	NA	NA
	Total Mathematics	68	55	66	59	NA

Polaris School Achievement

		SAT/ACT				
Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates	26				
SAT	Percent Tested	50.0%				
	Verbal	577				
	Math	538				
ACT	Percent Tested	-				
	English					
	Math					

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	1.13	1.31	1.45	1.19
Mathematics	.82	.72	.47	.27
Science	.92	.77	.46	.21
Social Studies	1.83	1.81	1.68	1.31
Others	2.02	1.93	2.10	2.27
Total	6.72	6.53	6.16	5.26

Polaris School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	27	18.5%	55.6%	25.9%	79	80
	Lang. Arts	26	11.5%	15.4%	73.1%	63	79*
	Math	27	7.4%	22.2%	70.4%	66	80*
5	Reading	33	39.4%	30.3%	30.3%	88	85
	Lang. Arts	33	21.2%	42.4%	36.4%	78	82
	Math	33	27.3%	51.5%	21.2%	80	78
6	Reading	31	29.0%	48.4%	22.6%	79	75
	Lang. Arts	32	40.6%	34.4%	25.0%	83	79
	Math	32	31.3%	34.4%	34.4%	82	84
7	Reading	23	4.3%	43.5%	52.2%	68	78*
	Lang. Arts	23	34.8%	34.8%	30.4%	74	71
	Math	21	33.3%	47.6%	19.0%	79	69*
8	Reading	28	35.7%	50.0%	14.3%	75	66*
	Lang. Arts	28	46.4%	35.7%	17.9%	60	52
	Math	28	46.4%	39.3%	14.3%	67	58*
9	Reading	27	25.9%	40.7%	33.3%	79	78
	Lang. Arts	27	14.8%	59.3%	25.9%	68	73
	Math	26	15.4%	53.8%	30.8%	79	81
10	Reading	35	20.0%	28.6%	51.4%	81	88*
	Lang. Arts	35	28.6%	45.7%	25.7%	71	73
	Math	36	16.7%	41.7%	41.7%	75	83*
11	Reading	32	40.6%	34.4%	25.0%	78	73
	Lang. Arts	32	53.1%	34.4%	12.5%	73	61*
	Math	32	34.4%	43.8%	21.9%	74	68

* Indicates Significant Difference in Means at .05 level.

Table 208

SAVE Overview

Statement of Program

The Specialized Academic Vocational Education (S.A.V.E.) philosophy is based upon the principal that students that experience failure when operating within the norms of a regular high school curriculum can be successful within the S.A.V.E. guidelines. A high priority of S.A.V.E. is total school participation and involvement in the community.

S.A.V.E. is a comprehensive alternative high school which combines an academic and vocational curriculum. It is an individualized program designed to meet academic, vocational, and special needs. S.A.V.E. students attend academic classes for one-half day and work a job, or receive vocational training the other half of the day.

Emphasis is placed upon student improvement of past deficiencies. Through on-the-job training and relevant coursework, students are shown that it is possible to accomplish realistic goals. In addition, S.A.V.E. provides a counseling program for individual, crisis, and group counseling. Included in this counseling program are support groups for students experiencing problems with drugs/alcohol, after care, and conflict resolution.

SCHOOL GOALS

Goal	Level of Achievement
Provide new students needed pre-vocational skills.	Attained
Develop awareness of social issues and involvement in community.	Attained
Improve reading ability by 3%.	Attained
Improve attendance rate by 3%.	Attained
Improve ability to spell, define, and use words correctly by 3%.	Attained

BUDGET*

1996-97 Expenditures	$1,046,947
1997-98 Budgeted Amount	$1,147,773
1998-99 Adopted Budget	$1,127,876

*Dollars budgeted or expended are general fund only.

SAVE Overview

School Report Card Statement

SAVE High School **Thelma Boyd**

SAVE is a comprehensive Alternative High School that combines an academic and vocational curriculum. It is an individualized program designed to meet academic, vocational and special needs of all of the students that attend SAVE. Our students attend academic classes for one-half of the school day and work a job in the community or receive vocational training at the King Career Center for the other half of the day.

During the 1996/97 school year, we established a Parent Advisory Committee. Since that time the committee has met on a regular basis and has taken an active role in the development of school-wide goals and other activities sponsored by SAVE, Our parents volunteer for classroom activities, community work and field trips. We are pleased to have our parents' support.

Parent, students and staff are surveyed each year in an effort help us determine how we are doing as a school to improve the education of our students. The most frequent comments made by students were: "Our school is clean and well-maintained;" "My teachers' listen to what I say;" and "If I have a problem understanding something, my teacher will help me." The most frequent comments made by parents were: "I am satisfied with the performance of my child's teachers;" "I am satisfied with the instructions my child receive;" and "I am satisfied with my ability to get information on class and school activities." The staff's most frequent comments were: "The administrator is available if I need help;" "Student are treated with respect;" and "Good work is recognized".

School-wide goals set for this year were successfully implemented. Goal success is discussed in each goal area under statement of actual outcomes.

I am very pleased with student success and hard work of the SAVE staff for this 1997/98 school to improve teaching and learning.

SAVE Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
251	121%	20	0	29

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
224.3	224.3	100.00%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary			
Intermediate			
Combination			

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.5
Classroom Teachers	11.0	Bilingual Tutors	.35
Special Education Teachers	1.0	Clerical Support Staff	1.0
		Custodians	1.0
Special Programs:			

SAVE Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
164	17	37	24	10	88	252
65.1%	6.8%	14.7%	9.5%	4.0%	34.9%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	59	28	31	19	262	399
Final Dropouts	21	13	5	6	74	119
Percent Dropouts	35.59%	46.43%	16.13%	31.58%	28.24%	29.82%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
251	60	129	24	140	353	140.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	59	28	31	19	262	399
% in One Sch.	32.20%	32.14%	29.03%	10.53%	29.77%	29.32%
% in Same Sch.	28.81%	32.14%	22.58%	15.79%	27.86%	27.32%

SAVE
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	16	31	47
	No.	3	28	63
Reading Comprehension	%ile	18	33	50
	No.	3	27	62
Total Reading	**%ile**	**18**	**33**	**49**
	No.	3	27	62
Language Mechanics	%ile	31	25	39
	No.	3	38	63
Language Expression	%ile	12	22	34
	No.	3	28	65
Total Language	**%ile**	**20**	**22**	**36**
	No.	3	28	63
Math Computation	%ile	43	23	36
	No.	2	27	65
Math Concepts and Applications	%ile	48	40	44
	No.	2	27	64
Total Mathematics	**%ile**	**44**	**31**	**38**
	No.	2	26	64
Total Battery	**%ile**	**37**	**30**	**39**
	No.	2	25	60
Study Skills	%ile	42	21	32
	No.	2	28	64
Spelling	%ile	22	28	30
	No.	3	28	65
Science	%ile	32	37	37
	No.	2	27	63
Social Studies	%ile	37	34	41
	No.	2	28	64

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
11	Total Reading	49	34	47	38	NA
11	Total Lang. Arts	36	29	36	NA	NA
11	Total Mathematics	38	34	43	29	NA

SAVE
Achievement Profile

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	**9th**	**10th**	**11th**	**12th**
Language Arts	.00	.14	.19	.05
Mathematics	.00	.00	.16	.00
Science	.00	.14	.09	.00
Social Studies	.00	.00	.03	.05
Others	.00	.50	1.13	1.09
Total	.00	.79	1.59	1.19

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
11	Reading	7	28.6%	57.1%	14.3%	56	49
	Lang. Arts	7	42.9%	57.1%	00.0%	40	34
	Math	6	33.3%	50.0%	16.7%	46	37

* Indicates Significant Difference in Means at .05 level.

Table 209

Steller Overview

Statement of Program

Steller provides a complete program of instruction for students across the city in grades 7-12. The school serves as an alternative for all secondary students throughout the city.

Steller is dedicated to offering an alternative for self-motivated and self-directed students. There is an ongoing emphasis on both student and parent involvement.

SCHOOL GOALS

Goal	Level of Achievement
Make spelling and reading a priority this year.	Partially Attained
Work with the community to enhance technological literacy of our students.	Attained
Complete the Northwest Accreditation process	Not Attained

BUDGET*

1996-97 Expenditures	$1,187,939
1997-98 Budgeted Amount	$1,143,233
1998-99 Adopted Budget	$1,126,037

*Dollars budgeted or expended are general fund only.

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Steller Overview

School Report Card Statement

Steller Secondary School **Don Shackelford**

Steller's goals were important ones this year. The two which we pursued were of direct academic benefit to our students. The spelling and technology goals were essential elements in our continuing effort to strengthen our academic program. I was particularly impressed with how the staff responded to the goals by attempting to incorporate them into their lessons and curricular activities. As to the Northwest Accreditation goal, that will be of great benefit to the new principal and to the Steller program next year. It will give the Steller community the opportunity to examine the strengths and weaknesses of the program and to develop goals and plans for bettering the school.

Steller Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
308	112%	33	1	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
295.0	300.2	98.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary			
Intermediate			
Combination			

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutors	.5
Classroom Teachers	11.6	Clerical Support Staff	1.5
Special Education Teachers	1.6	Custodians	1.0
Nurses	.5		
Special Programs:			

Steller Characteristics

ETHNICITY REPORT - OCTOBER 1997						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
234	20	18	17	17	72	306
76.5%	6.5%	5.9%	5.6%	5.6%	23.5%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	22	17	22	17	234	312
Final Dropouts	0	0	0	0	0	0
Percent Dropouts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
308	11	7	6	2	26	8.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	22	17	22	17	234	312
% in One Sch.	95.45%	100.00%	86.36%	94.12%	93.59%	93.59%
% in Same Sch.	63.64%	82.35%	54.55%	47.06%	75.21%	71.79%

Steller
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	83	91	80	86	87
	No.	39	55	49	41	34
Reading Comprehension	%ile	89	83	80	87	86
	No.	39	55	49	41	34
Total Reading	**%ile**	**88**	**89**	**82**	**89**	**89**
	No.	39	55	49	41	34
Language Mechanics	%ile	82	73	62	73	72
	No.	39	56	49	41	34
Language Expression	%ile	81	80	82	81	77
	No.	39	56	49	41	34
Total Language	**%ile**	**84**	**79**	**75**	**79**	**77**
	No.	39	36	49	41	34
Math Computation	%ile	81	73	74	76	73
	No.	39	56	49	41	34
Math Concepts and Applications	%ile	85	86	81	85	82
	No.	39	56	49	41	34
Total Mathematics	**%ile**	**84**	**82**	**79**	**82**	**80**
	No.	39	56	49	41	34
Total Battery	**%ile**	**88**	**86**	**82**	**87**	**86**
	No.	39	55	49	41	34
Study Skills	%ile	72	74	80	79	84
	No.	39	56	49	41	34
Spelling	%ile	78	69	70	69	51
	No.	39	55	49	41	34
Science	%ile	84	91	77	87	81
	No.	39	56	49	41	34
Social Studies	%ile	77	83	87	80	79
	No.	39	56	49	41	34

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
8	Total Reading	89	89	91	79	83
	Total Lang. Arts	75	74	82	76	76
	Total Mathematics	82	80	82	79	73
11	Total Reading	89	85	84	79	84
	Total Lang. Arts	77	71	77	NA	NA
	Total Mathematics	80	81	76	73	79

Steller
Achievement Profile

SAT/ACT						
Test	**Students/Subject**	**97-98**	**96-97**	**95-96**	**94-95**	**93-94**
	No. Graduates	47	43	37	48	32
SAT	Percent Tested	76.6%	74.4%	83.8%	75.0%	84.4%
	Verbal	597	616	605	569	547
	Math	559	572	538	582	533
ACT	Percent Tested	-	-	-	-	-
	English					
	Math					

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	**9th**	**10th**	**11th**	**12th**
Language Arts	.71	.82	.97	.58
Mathematics	.77	.80	.51	.25
Science	.89	.78	.67	.36
Social Studies	.99	.82	.34	.55
Others	2.18	1.91	1.94	1.99
Total	5.55	5.13	4.42	3.74

Steller
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	34	26.5%	38.2%	35.3%	90	89
	Lang. Arts	34	35.3%	35.3%	29.4%	88	85
	Math	34	23.5%	55.9%	20.6%	85	85
8	Reading	45	31.1%	44.4%	24.4%	91	91
	Lang. Arts	45	37.8%	37.8%	24.4%	83	81
	Math	47	23.4%	46.8%	29.8%	82	82
9	Reading	33	33.3%	51.5%	15.2%	85	81
	Lang. Arts	33	18.2%	54.5%	27.3%	71	76
	Math	33	27.3%	45.5%	27.3%	80	80
10	Reading	33	18.2%	36.4%	45.5%	86	91
	Lang. Arts	33	24.2%	36.4%	39.4%	74	80
	Math	35	22.9%	48.6%	28.6%	81	82
11	Reading	28	28.6%	46.4%	25.0%	88	90
	Lang. Arts	28	35.7%	46.4%	17.9%	80	77
	Math	28	25.0%	50.0%	25.0%	80	78

* Indicates Significant Difference in Means at .05 level.

Table 210

Walden Pond Overview

Statement of Program

Walden Pond Charter School has been established for 130 students in grades 7-12. The projected enrollment for FY 1998-99 is 156 students. It is based on the premise that the program will successfully serve students presently "falling through the cracks" and who will benefit from a strong and competitive academic program that will prepare them for college or other post secondary activities. The program intends to use an alternative school calendar beginning in mid-August and extending later into June with periodic breaks throughout the school year. In addition, the strong academic program modeled after the Anchorage School District's basic curriculum will be enhanced by required workshops and intensive courses off-campus. Students who are "at risk for failure" will be required to have remedial courses in order to prevent failure; these courses will occur as needed rather than at the end of the school year.

A grant in the approximate amount of $104,000 has been awarded by the State for planning and implementation of this Charter School.

SCHOOL GOALS

Goal	Level of Achievement
Implementation of program.	Attained
Maintain student/teacher ratio of 20/1	Attained
Curriculum integration	Partially Attained
Develop students' knowledge and skills in the outdoors	Attained

BUDGET*

1996-97 Expenditures	NA
1997-98 Budgeted Amount	$772,416
1998-99 Adopted Budget	$761,740

*Dollars budgeted or expended are general fund only.

Walden Pond Overview

School Report Card Statement

Walden Pond

1997-98 was the first year of operation for Walden Pond Charter School. It was a challenging but fruitful year. Getting started took much effort from the founding council, parents, teachers, staff, and students. Not only did we open as planned, we maintained a steady student population of more than 130 students. At the start up of the school year, a delay in receiving our Department of Education Implementation Grant led to a lack of materials and equipment. Teachers, parents, staff, and students showing resourcefulness and creativity adapted to ensure academic objectives were met.

The Walden Pond charter focuses on high academic standards, utilizing several intensive workshop periods to expand the curriculum, and exposing students to nature with an outdoor education program. We made great progress during the 1997-98 school year to establish a strong foundation in these areas on which to build. In keeping with our charter, we also maintained class size of no more than 20 students. The small class sizes allowed students to receive individual instruction, build strong relationships with teachers, and develop a strong sense of community. Teachers and parents saw growth in students academically and socially.

Walden Pond Characteristics

SCHOOL MEMBERSHIP				
September 30, 1997 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
138	0	31	2	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
128.2	134.3	95.5%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary			
Intermediate	Average class size is 15		
Combination			

CERTIFICATED STAFFING	**FTE**	**SUPPORT STAFFING**	**FTE**
Classroom Teachers	8.0	Special Education Aides	.75
Special Education Teachers	2.0	Clerical Support	1.0
Music Teachers	.3		
Special Programs:			

Walden Pond Characteristics

ETHNICITY REPORT - OCTOBER 1997

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
111	16	17	2	1	36	147
75.5%	10.9%	11.6%	1.4%	.7%	24.5%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	22	2	22	2	152	200
Final Dropouts	3	0	1	0	9	13
Percent Dropouts	13.64%	0.00%	4.55%	0.00%	5.92%	6.50%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
138	13	32	42	50	137	99.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	22	2	22	2	152	200
% in One Sch.	50.00%	100.00%	45.45%	0.00%	45.39%	46.00%
% in Same Sch.		New	School.			

Walden Pond
Achievement Profile

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	36	46	39	43	57
	No.	30	25	29	14	9
Reading Comprehension	%ile	47	58	54	58	70
	No.	30	25	29	14	9
Total Reading	**%ile**	**42**	**54**	**48**	**52**	**64**
	No.	30	25	29	14	9
Language Mechanics	%ile	34	52	42	54	52
	No.	29	25	30	16	9
Language Expression	%ile	42	51	50	43	56
	No.	30	25	29	14	9
Total Language	**%ile**	**38**	**50**	**46**	**50**	**53**
	No.	29	25	29	14	9
Math Computation	%ile	33	46	47	42	68
	No.	29	25	30	16	9
Math Concepts and Applications	%ile	40	64	51	60	65
	No.	28	25	30	16	9
Total Mathematics	**%ile**	**35**	**54**	**48**	**52**	**68**
	No.	28	25	30	16	9
Total Battery	**%ile**	**37**	**53**	**48**	**50**	**64**
	No.	28	25	29	14	9
Study Skills	%ile	39	39	49	54	67
	No.	28	25	30	16	9
Spelling	%ile	26	41	49	28	33
	No.	30	25	29	14	9
Science	%ile	42	69	60	58	68
	No.	28	25	30	16	9
Social Studies	%ile	38	55	51	53	64
	No.	28	25	30	16	9

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1997-98

Grade	Area	97-98	96-97	95-96	94-95	93-94
8	Total Reading	54				
	Total Lang. Arts	50				
	Total Mathematics	54				
				New	School	
11	Total Reading	64				
	Total Lang. Arts	54				
	Total Mathematics	68				

Walden Pond School
Achievement Profile

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates					
		A certain number of students must take the SAT and ACT				
SAT	Percent Tested		in order to	receive	school	results.
	Verbal					
	Math					
ACT	Percent Tested					
	English					
	Math					

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts				
Mathematics				
Science				
Social Studies				
Others				
Total				

CONTINUING STUDENT PROGRAM
SPRING 1997-98
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
9	Reading						
	Lang. Arts						
	Math						
10	Reading						
	Lang. Arts						
	Math						
11	Reading						
	Lang. Arts		Walden Pond	is a new	school.		
	Math						

APPENDIX A

CAT TEST

PARTICIPATION

CAT Test Participation
Elementary Students
March 1998

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
District						
3	3,922	3,662	93.4	45	171	56
4	4,069	3,816	93.8	46	147	52
5	3,725	3,480	93.4	49	132	41
6	3,811	3,608	94.7	35	119	47
Abbott Loop						
3	82	82	100.0	0	0	0
4	83	79	95.2	3	0	1
5	72	62	86.1	0	6	4
6	79	79	100.0	0	0	0
Aquarian						
3	11	11	100.0	0	4	0
4	4	4	100.0	0	0	0
5	9	8	88.9	0	0	1
Airport Heights						
3	30	29	96.7	0	0	2
4	53	52	98.1	0	0	1
5	37	35	94.6	0	2	0
6	47	43	91.5	1	2	1
Alpenglow						
3	81	78	96.3	0	1	0
4	92	89	96.7	0	2	1
5	87	82	94.3	0	2	3
6	92	90	97.8	1	0	1
Aurora						
3	78	77	98.7	0	2	2
4	72	70	97.2	0	1	1
5	68	66	97.0	0	0	2
6	72	71	98.6	0	0	1
Baxter						
3	62	58	93.5	1	1	3
4	90	84	93.3	0	5	1
5	74	69	93.2	0	2	3
6	86	84	97.7	0	1	1
Bayshore						
3	87	85	97.7	1	1	0
4	74	72	97.3	1	0	1
5	54	53	98.1	0	0	1
6	69	55	79.7	3	1	10

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* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30 Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Bear Valley						
3	71	72	101.4	0	0	0
4	73	72	98.6	0	1	0
5	87	86	98.9	0	1	0
6	86	86	100.0	0	0	0
Birchwood ABC						
3	48	45	93.8	1	2	0
4	52	50	96.2	0	1	1
5	54	52	96.3	0	1	1
6	26	25	96.2	1	0	0
Bowman						
3	83	78	94.0	1	3	1
4	82	80	97.6	1	1	0
5	81	76	93.8	2	3	0
6	96	89	92.7	1	6	0
Campbell						
3	73	69	94.5	0	3	1
4	93	83	89.2	3	7	0
5	74	64	86.5	2	7	1
6	63	60	95.2	1	2	0
Chester Valley						
3	50	42	84.0	0	6	2
4	53	46	86.8	1	6	0
5	41	37	90.2	1	3	0
6	58	52	89.7	0	6	0
Chinook						
3	67	63	94.0	0	4	0
4	85	78	91.8	4	2	1
5	77	68	88.3	1	4	4
6	72	70	97.2	1	1	0
Chugach Opt.						
3	32	31	96.9	0	0	1
4	41	40	97.6	0	0	1
5	37	36	97.3	0	0	1
6	41	41	100.0	0	0	0
Chugiak Elem.						
3	90	88	97.8	0	2	0
4	89	89	100.0	0	0	0
5	91	90	98.9	0	0	0

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* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
College Gate						
3	63	59	93.7	0	3	1
4	71	64	90.1	0	6	1
5	65	58	89.2	1	2	4
6	70	68	97.1	0	2	0
Creekside Park						
3	51	52	101.9	0	0	0
4	59	58	98.3	0	1	0
5	65	63	96.9	1	1	0
6	59	56	94.9	2	1	0
Denali						
3	75	69	92.0	1	5	0
4	71	69	97.2	1	1	0
5	49	48	98.0	0	1	0
6	68	66	97.0	1	1	0
Eagle River						
3	69	69	100.0	0	0	0
4	52	52	100.0	0	0	0
5	76	74	97.4	0	2	0
6	49	47	95.9	0	2	0
Fairview						
3	48	29	60.4	5	11	3
4	59	44	74.6	6	8	0
5	52	45	86.5	3	4	0
6	47	44	93.6	0	3	0
Family Partnership						
3	15	12	80.0	0	1	2
4	15	12	80.0	0	0	3
5	16	13	81.3	0	0	3
6	17	13	76.5	0	2	2
Fire Lake						
3	81	78	96.3	0	3	0
4	71	69	97.2	0	2	0
5	75	75	100.0	0	0	0
Girdwood						
3	17	14	82.4	0	3	0
4	20	19	95.0	0	0	1
5	12	13	108.3	0	0	0
6	14	14	100.0	0	0	0

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Gov't Hill						
3	52	41	78.8	8	2	1
4	48	36	75.0	5	0	7
5	29	23	79.3	4	0	2
6	25	20	80.0	2	2	1
Homestead						
3	76	74	97.4	0	0	2
4	61	59	96.7	0	2	0
5	85	78	91.8	0	4	3
6	70	69	98.6	0	0	1
Huffman						
3	69	67	97.1	0	1	1
4	81	81	100.0	0	0	0
5	82	79	96.3	0	3	0
6	81	81	100.0	0	0	0
Inlet View						
3	29	25	86.2	1	1	2
4	44	42	95.5	1	1	0
5	39	35	89.7	0	4	0
6	33	31	93.9	0	0	2
Kasuun						
3	103	102	99.0	0	1	0
4	102	98	96.0	0	2	2
5	77	74	96.1	1	2	0
6	70	70	100.0	0	0	0
Kennedy						
3	43	42	97.7	0	1	0
4	39	38	97.4	0	1	0
5	29	27	93.1	0	2	0
6	30	29	96.7	0	0	1
Kincaid						
3	61	59	96.7	0	1	2
4	82	81	98.8	0	1	0
5	68	64	94.1	0	1	3
6	61	59	96.7	0	1	1
Klatt						
3	67	63	94.0	0	3	1
4	74	71	95.9	0	3	0
5	72	71	98.6	0	0	1
6	71	64	90.1	3	3	1

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* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Lake Hood						
3	73	72	98.6	0	0	2
4	67	62	92.5	0	5	0
5	67	63	94.0	0	0	4
6	65	62	95.4	1	2	0
Lake Otis						
3	59	52	88.1	2	4	1
4	59	58	98.3	0	1	0
5	58	54	93.1	1	2	1
6	50	48	96.0	0	0	2
Mt. View						
3	67	56	83.6	3	6	4
4	52	49	94.2	2	1	0
5	52	49	94.2	1	2	0
6	47	35	74.5	4	7	1
Muldoon						
3	60	51	85.0	2	7	0
4	49	41	83.7	1	6	1
5	37	33	89.2	1	3	0
6	55	49	89.1	1	5	0
North Star						
3	66	56	84.8	2	8	0
4	82	77	93.9	3	1	1
5	48	41	85.4	2	1	4
6	62	58	93.5	0	0	4
Northern Lts.						
3	53	52	98.1	0	0	1
4	54	54	100.0	0	0	0
5	54	54	100.0	0	0	0
6	54	54	100.0	0	0	0
Northwood						
3	56	53	94.6	0	3	0
4	60	59	98.3	0	1	0
5	53	50	94.3	0	3	0
6	37	36	97.3	0	1	0
Nunaka Valley						
3	49	44	89.8	1	4	0
4	62	57	91.9	1	3	1
5	42	29	69.0	2	1	10
6	57	54	94.7	0	2	1

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Ocean View						
3	65	58	89.2	0	7	0
4	51	48	94.1	0	3	0
5	52	52	100.0	0	0	0
6	63	60	95.2	0	2	1
O'Malley						
3	65	65	100.0	0	0	0
4	82	75	91.5	0	4	3
5	85	79	92.9	0	3	3
6	106	102	96.2	0	4	0
Orion						
3	82	81	98.8	0	1	0
4	96	94	97.9	0	2	0
5	73	71	97.3	0	2	0
6	59	56	94.9	1	1	1
Polaris K-12						
3	39	39	100.0	1	1	0
4	39	39	100.0	0	0	0
5	41	39	95.1	0	0	2
6	41	41	100.0	0	0	0
Ptarmigan						
3	69	64	92.8	0	5	0
4	47	46	97.9	0	1	0
5	49	47	95.9	1	1	0
6	57	54	94.7	2	0	1
Rabbit Creek						
3	73	71	97.3	0	0	2
4	76	73	96.1	0	2	1
5	66	62	93.9	0	4	0
6	76	73	96.1	0	2	1
Ravenwood						
3	65	57	87.7	0	3	5
4	71	70	98.6	0	0	1
5	66	64	97.0	0	2	0
6	80	78	97.5	0	2	0
Rogers Park						
3	91	80	87.9	1	7	4
4	96	88	91.7	0	7	1
5	98	95	96.9	1	2	0
6	88	81	92.0	0	4	3

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Russian Jack						
3	58	56	96.6	0	2	0
4	49	45	91.8	0	2	2
5	48	45	93.8	1	1	1
6	55	52	94.5	1	2	0
Sand Lake						
3	84	84	100.0	0	0	0
4	80	78	97.5	0	1	1
5	80	76	95.0	0	2	2
6	91	86	94.5	5	0	0
Scenic Park						
3	86	84	97.7	0	0	3
4	92	83	90.2	0	7	2
5	85	82	96.5	0	2	1
6	83	82	98.8	0	1	0
Spring Hill						
3	98	88	89.8	1	9	0
4	85	84	98.8	0	0	1
5	83	77	92.8	2	2	2
6	66	62	93.9	0	4	0
Susitna						
3	91	89	97.8	1	1	0
4	79	75	94.9	0	3	1
5	92	90	97.8	0	0	2
6	87	86	98.9	0	1	0
Taku						
3	55	50	90.9	0	5	0
4	61	54	88.5	1	4	2
5	51	46	90.2	1	1	3
6	32	32	100.0	0	0	0
Tudor						
3	91	89	97.8	1	1	0
4	80	73	91.3	3	3	1
5	81	75	92.6	3	3	0
6	67	67	100.0	0	0	0
Turnagain						
3	49	48	97.9	0	0	2
4	62	61	98.4	0	1	0
5	63	62	98.4	0	0	1
6	57	55	96.5	1	1	0

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
Elementary Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other* Excluded
Tyson, William						
3	68	52	76.5	5	11	0
4	55	44	80.0	3	7	1
5	43	20	46.5	8	13	2
6	69	49	71.0	6	14	0
Ursa Major						
3	71	70	98.6	0	1	0
4	65	61	93.8	0	1	3
5	48	49	102.1	0	0	0
6	49	48	98.0	1	0	0
Williwaw						
3	82	65	79.3	2	12	3
4	87	72	87.8	1	9	5
5	85	76	89.4	3	6	0
6	75	62	82.7	3	10	0
Willow Crest						
3	67	64	95.5	1	2	0
4	83	71	85.5	3	8	1
5	54	45	83.3	4	5	0
6	67	61	91.0	5	1	0
Wonder Park						
3	59	56	94.9	0	3	0
4	71	63	88.7	1	7	0
5	43	42	97.7	0	0	1
6	54	53	98.1	0	1	0
Wood, Gladys						
3	67	53	79.1	3	8	4
4	92	78	84.8	1	9	3
5	94	88	93.6	2	3	1
6	89	88	98.9	0	1	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
Middle Level Students
March 1998

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
District						
7	3,827	3,591	93.8	21	81	69
8	3,457	3,293	95.3	19	55	121
Central						
7	426	390	91.5	3	21	12
8	350	337	96.3	2	11	0
Clark						
7	387	334	86.3	5	17	31
8	384	356	92.7	0	9	22
Denali						
7	29	16	55.2	0	2	11
8	13	14	107.7	0	0	0
Girdwood						
7	20	27	135.0	0	0	0
8	15	12	80.0	0	0	3
Goldenview						
7	425	411	96.7	0	0	14
8	321	310	96.6	0	5	6
Gruening						
7	310	297	95.8	0	13	0
8	288	278	96.5	0	2	8
Hanshew						
7	473	452	95.6	2	12	7
8	386	373	96.6	1	1	2
Mears						
7	513	491	95.7	9	5	8
8	488	458	93.9	5	0	25
Mirror Lake						
6	221	208	94.1	0	11	2
7	243	230	94.7	1	8	4
8	244	229	93.9	0	4	11
Romig						
7	370	339	91.6	8	23	0
8	293	283	96.6	0	4	6
Wendler						
7	479	469	97.9	0	8	2
8	475	459	96.6	3	0	12

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
High School Students
March 1998

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
District						
9	3,250	3,001	92.3	17	58	124
10	3,186	2,864	89.9	19	46	193
11	3,007	2,535	84.3	15	31	385
Bartlett						
9	517	459	88.8	5	24	29
10	461	415	90.0	5	16	25
11	362	302	83.4	0	3	57
Chugiak High						
9	505	486	96.2	0	0	19
10	513	482	94.0	0	0	31
11	511	456	89.2	7	5	43
Dimond						
9	510	481	94.3	0	1	28
10	528	470	89.0	0	0	58
11	505	427	84.6	0	0	78
East						
9	489	450	92.0	2	16	21
10	468	425	90.8	5	7	32
11	435	364	83.7	9	12	50
Service						
9	591	557	94.2	4	2	28
10	595	537	90.3	2	2	64
11	514	438	85.2	6	2	68
West						
9	398	360	90.5	4	2	32
10	365	327	89.6	4	23	11
11	365	318	87.1	3	32	12

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* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CAT Test Participation
Special Program Students
March 1998

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
District						
7	3,827	3,591	93.8	21	81	69
8	3,457	3,293	95.3	19	55	121
9	3,250	3,001	92.3	17	58	124
10	3,186	2,864	89.9	19	46	193
11	3,007	2,535	84.3	15	31	385
Benson						
9	39	38	97.4	0	0	1
10	33	30	90.9	0	0	23
11	61	51	83.6	0	0	10
Benson Search						
7	19	17	89.5	0	0	2
8	49	45	91.8	0	2	2
Family Partnership						
7	15	12	80.0	0	0	3
8	18	15	83.3	0	0	3
9	26	17	65.4	2	0	7
10	16	13	81.3	0	0	3
11	13	10	76.9	0	0	3
McLaughlin						
7	4	2	50.0	0	0	2
8	12	6	50.0	0	0	6
9	37	28	75.7	0	0	9
10	46	35	76.0	0	0	11
11	38	25	65.8	0	0	13
Polaris K-12						
7	36	35	97.2	0	0	1
8	37	37	100.0	0	0	2
9	45	43	95.6	0	0	2
10	46	44	95.7	0	0	2
11	38	36	94.7	0	0	2
SAVE I						
9	4	3	75.0	0	0	1
10	34	28	82.4	0	0	6
11	86	65	75.6	0	0	33

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* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CAT Test Participation
Special Programs Students
March 1998 (continued)

School/Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
Steller						
7	48	39	81.3	0	0	9
8	58	56	96.6	0	0	2
9	51	49	96.1	0	0	2
10	50	41	82.0	0	0	9
11	51	34	66.7	0	0	17
Walden Pond						
7	30	30	100.0	0	0	0
8	26	25	96.2	0	0	1
9	32	30	93.8	0	0	2
10	20	17	85.0	0	0	3
11	11	9	81.8	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

APPENDIX B

Advanced Placement Examinations

Table 1

Advanced Placement Examinations 1998
Overall Anchorage Performance

Score Level	Number	Percent of Total
Five	168	10.5
Four	375	23.5
Three	515	32.3
Two	409	25.7
One	125	7.9
Three or Higher	1,592	66.4

Table 2

Advanced Placement Examinations 1998
Anchorage High School Performance

School/District	Number Tested	Number Three or Higher	Percent of Total
Bartlett	175	111	63.4
Chugiak	242	163	67.4
Dimond	391	256	65.5
East	187	144	77.0
Service	394	264	69.5
West	201	108	53.7
District	1,592	1,056	66.4

Table 3

Advanced Placement Examinations 1998
Anchorage, Alaska, and National Performance

District/Area	Number Tested	Average Score
Anchorage	1,590	3.03
Alaska Excluding Anchorage	952	2.85
Alaska	2,542	2.96
Western U.S.	253,078	3.07
All Tested	1,016,657	3.03